PERSONAL

If ever anyone should one day decide to close down all primary and secondary schools and fire 400,000 teachers, you can guarantee that the announcement will be made at 3 am on about August 10. The assumption is that the educational community is collectively sunning itself at the sort of distance from these shores that renders 3C a faint if indelible memory, and that Italian railwaymen, French customs officials or Spanish airport controllers will in any case prevent a return in less than a fortnight.

By the time teachers have rushed home, chained themselves to the railings, torn up DES circulars, lain down in front of lorries delivering dustless chalk to County Hall, or whatever futile gesture one can employ in these circumstances, it is far too late. Last year mid-August marked the announcement that teacher training was to cease in 14 colleges, so it is as well to scrutinize the papers very carefully and see what mischief may have been perpetrated during the close season.

This year appears to have produced nothing especially sinister, though my ears did prick up when I heard that Sir Monty Python had made an important statement about the curriculum. What new lunar inspiration, one wondered, could have caused the great man to interrupt his sojourn on Blackpool beach, dismount from his donkey, gulp down his plate of whelks, drop his half-finished jumbo Mr Whippy with chocolate flake into the nearest waste-bin, and rush off to the phone? Compulsory hopscotch for all? Every infant pupil to study Chekhov?

Alas, it was nothing more than a suggestion that pupils should study economics, that interesting and important subject which, unfortunately, has produced all those jokes about the exam questions being the same each year but the answers different, and how, if one laid all the economists in the world end to end, they wouldn't reach a conclusion.

The other piece of news that caught my eye was the astonishing announcement that the Prime Minister had appointed as her specialist adviser in education the 27-year-old ex-Etonian Oliver Letwin. Regular readers of *The TES* will recall that young Olly was appointed as Sir Monty Python's political assistant straight from Eton and Cambridge, and that when the press asked him how he had got such a powerful job with so little experience



Ted Wragg

of schools, replied, with admirable frankness, that it was nepotism, as his parents were friends of Sir Monty.

During the last year, of course, young Olly has been taken on one or two well publicized day trips to schools and colleges. I like to think that if this new notion of apprentice expert catches on I might, on the basis of my visit to the doctor three years ago to collect some hay fever tablets, be drafted in at the highest level to advise on the extermination of Lassa Fever and head transplants.

I shall tell Miss Piggy, if she wants to know about international finance, on no account to lend money to the French, as I saw some very shifty characters hanging around the Gare du Nord last time I was in Paris. Insist on at least 50 per cent interest from foreigners, I always say.

So far as armaments are concerned I shall advise that we purchase the bombs that make the loudest bang, and don't be too impressed by the size of the casing. Some of the biggest fireworks, I have found, make the puniest noise. As for the national debt, I shall propose we put next year's oil revenue on a horse, preferably one ridden by Lester Piggott as he seems to win quite a few races, especially at Ascot. If it goes down, what are a few more noughts on an already ludicrously large figure?

I have been trying to work out how on earth a conversation between the Prime Minister and an apprentice expert in education might proceed.

Prime Minister: Tell me my man, how can we improve the teaching of science in primary schools?

Apprentice Expert: Ah, you've got me there. Sorry, I don't know too much about science, nor about primary schools come to that.

PM: How can we deal with the problems of falling rolls?

AE: I suggest we get someone to pick them all up and put them back on the tray.

PM: Do you think we should use pupil profiles?

AE: Personally I prefer full face photographs.

PM: And do you think we should change Burnham?

AE: No, leave it be. It's one of the more picturesque seaside resorts as it is.

PM: Well, what can you tell me about the reform of secondary examinations?

AE: Nothing. Zilch, nix, zero. Another blind spot. You've caught me out again, I'm afraid.

PM: What about my letter asking for your advice on improving the teaching of foreign languages?

AE: Ah, now I did have a chance to look this one up, and I propose that every pupil should be entered for two languages which, I discover, have very good pass rates, namely Greek and Welsh, to give them the maximum chance of success.

PM: Thank you my good man.

AE: Not at all, Your Highness.

DIARY

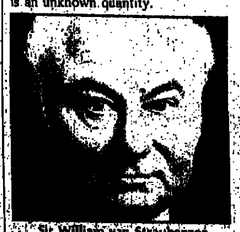
The unholy mess that awaits the good Bishop

I hear that my most likely successor as Chairman of the Select Committee on Education, Science and the Arts is Sir William van Straubenzee (it rhymes with frenzy).

Pickwickian in aspect and ponderous in speech, Sir William is known as the Bishop, after his pronounced clerical gait. He is the most experienced Conservative back-bencher on the subject of education, and his withdrawal from the chairmanship of the Conservative back-bench committee has given rise to speculation that he is seeking translation to the Select Committee.

Whether he gets the job or not depends on the Conservative whips, who must first negotiate another chairmanship off the opposition parties and then convince themselves that Sir William can be trusted to behave himself.

In the early 1970s he was an extremely wet Heathite minister, and as such, disqualified himself from office under Mrs Thatcher. He has always been scornful of loans, vouchers and other right-wing gimmickry and, on education policy generally, has something of the reputation of a liberal. As a Scientist and an Artist, however, he is an unknown quantity.



Sir William van Straubenzee

If he gets the job, I hope he will persuade the new Committee to tie up the largest loose end left by the old one – the Report on the Education of 16 to 19-year-olds.

We took a weight of evidence on the bewildering variety of institutions which an English 16-year-old may encounter if he wants to go on learning (tips – large elite sixth forms, minuscule decrepit ones, brand new sixth-form colleges, mouldering further education ones.

We then went to France and discovered that they organize these things a little more coherently across the Channel. The whole experience firmly convinced me that we need a national break at 16 and tertiary colleges thereafter.

I was particularly impressed by Alton College in the squirearchical depths of Hampshire where, we were told, they are even beginning to siphon off the odd Wykhamist from the somewhat older establishment down the road. But I suspect, among the old Committee, I would have been in the minority.

Certainly we got no consensus from the evidence we received, in which prescriptions were as variegated and irreconcilable as those of the Macfarlane Report three years ago. Let me list a few of them:

☐ Keep sixth forms of "proven worth" and be agnostic about everything else (Keith Joseph).

☐ Keep 11 to 18 comprehensives, but mix the sixth forms up a bit and call it a "tertiary system" (the London teachers' line).

☐ Have some tertiary colleges, but call them "centres" so that the pupils can stay on the rolls of their old schools (the current ILEA officers' device).

☐ Start up sixth-form colleges for the genteel, but erect O level-hurdles to divert the scruffs to the Youth Training Scheme (increasingly a shire county solution).

I hope Sir William – or whoever beats him for the job – puts forward some suggestions for tidying up the mess.

Tempting the VIPs

The latest ILEA tertiary "centre" – in Islington – has been placed under the eagle eye of London's best-known headmistress, Margaret Maden. If ILEA has its way, it will become the brightest jewel in the tertiary crown. It is being beefed up with extra equipment and teaching talent in the hope that a combination of brand-new machinery and *directrice* will tempt 16-year-old Islingtonians to vote with their feet and create a *fait accompli* tertiary college.

The menu looks extremely attractive, with Leslie Scarman, Basil Hume and John McVicar already signed up to list the students' sighs a little with tales of success in life. Perhaps it's for this reason – that the centre clearly caters for aspirant judges, cardinals and reformed villains – that inquiries are increasingly coming from posh parents, anxious, like their peers in Alton, Hampshire, to discover whether the place might be appropriate for their public school offspring. After all, it's free, and these are hard times for the well-to-do.

The influx is causing a slight bureaucratic problem, in that, since the place is a "centre" not a "school", the young ladies and gentlemen will have to be placed on the roll of some neighbouring school – though there'll be no question of them being put to the indignity of actually having to set foot in it.

Knowing Ms Maden, I'm sure she'll be able to work out some coherent system – perhaps ex-Etonians to Highbury Grove and Roedean Girls to her erstwhile domain, Islington Green.

This strategem of putting students nominally in one place but physically in another is an ingenious device to assuage teacher susceptibilites. It maintains the outward and visible form of an 11 to 18, all-through comprehensive policy, together with the status and allowances of the more senior teachers. But it has a financial cost and can't go on for ever.

When financial stringency finally forces London to go for tertiary colleges, I shall be cheering on the sidelines.

Bad Samaritans

I've been scanning the little ads squeezed under the great big polytechnic ones – of the lucrative trade which cashes in at this time of year on the casualties of our public examination system – "colleges" with questionable coats of arms in Oxford, "tutors" in London's Sloane Ranger territory, all encouraging the belief that – for a consideration – their pleasant atmosphere, their small classes and the unparalleled skill of their tutorial staff will bring assured success the second time round in O or A level.

So I was pleased to hear last week that estimable BBC consumer programme, *Checkpoint*, putting one of these establishments – Wallace Tutors, a piece of Scottish private enterprise – under its searching micro-scope.

We heard disgruntled parents, students and staff putting the boot in and a proprietor less than enthusiastic to say anything very substantial in reply. None of which surprised me; what did raise an eyebrow, however, was that Wallace Tutors had been recommended to one disgruntled parent by those eminent entrepreneurs of this particular market, the doyens of "tutoring", Mr Gabbitas and Mr Thring. ("Any relation to the great Thring of Uppingham?" I always ask myself: he hated exams more than any Englishman before or since.)

Though *Checkpoint* failed to track down either Mr Gabbitas or Mr Thring, they did discover an equally defensive Mr John Murrell, of what is now the Gabbitas – Thring Educational Trust, who offered the opinion: "There are worse schools than Wallace Tutors".

On this point, I bow to Mr Murrell's greater expertise in this field, though, after hearing the programme, it took an effort to imagine just what such an establishment would be like. He went on to say that Gabbitas-Thring were in no sense a regulatory body and that it was a matter of considerable regret to him that the DES had stopped inspecting independent schools in 1978.

I bet it was; I take some of the credit for having suggested this modest public expenditure cut when I was a ministerial minion at the DES. The good housekeeping stamp was worth a lot of money to many a seedy private establishment and there seemed little case for the taxpayer footing the bill.

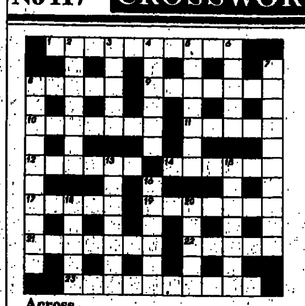
The serious crammers are now sensibly setting up a British Accreditation Council to take over where the HMIs left off and exclude all the crumbier "tutors". Yet as long as we keep an exam system which is amenable to rote learning and coaching, this seedy end of the market will flourish. For the quick buck, it has a rate of return only bettered by video nasties.

Christopher Price



On the menu: (from l. to r.) Lord Scarman, John McVicar and Cardinal Basil Hume.

No 117 CROSSWORD by Rufus



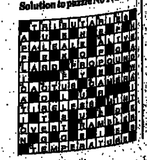
Across

1 Price of suit? (3, 5)
8 Recorded, like scores of orchestral pieces (5)
9 To want that is right, though comparatively broke? (7)
10 Non-specialism officer (7)
11 Make pottery of potential worth (5)
12 Eat out on a badly run vessel (3-3)
14 Fear to make the initial mistake (6)
17 First odd results of splits (5)
19 Possibly pleased to have passed (7)
21 Glinka's new composition is refreshing (7)
22 An out-of-the-way route (5)
23 An assembly not for Bohemians? (10)

Down

2 Result of converting sea into land (7)
3 A summer danger (5)
4 Light vessel gets fat astray (6)
5 She is given two articles set in a case (7)
6 A highball for a water sportsman? (5)
7 Movable spanner (10)
8 A retiring habit (10)
13 A red tongue (7)
15 He root may be made into a stew (7)
16 A union measure (6)
18 Money of European country, dropping a point (5)
20 Empty new flat on the top floor? (5)

Solution to puzzle No 116



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Sir Keith to reserve final say on 16-plus exams

by Bob Doe

Sir Keith Joseph, the Education Secretary, has made it clear to the examination boards that he expects to have the last word on what should and should not be examined in the new 16-plus.

In a letter to the joint council of GCE and CSE boards, Sir Keith confirms that he expects a final decision on whether to merge the two exams, after he has considered the boards' final proposals, in the second quarter of next year.

After that, says Sir Keith's letter, the general principles the exam boards want to apply to all new 16-plus exams and the more specific criteria drawn up in eight subjects would be "recast to incorporate such modifications Mr (Nicholas) Edwards (the Welsh Secretary) and I require . . ."

Before coming to his decision, Sir Keith will be advised by the Secondary Examinations Council set up by him under the direction of Sir Wilfred Cockcroft. The SEC is expected to submit its views to the minister by the end of this year.

Sir Keith expects the exam boards, and the original subject working parties which drafted the criteria, to help with any last minute recasting, but the SEC will be responsible for submitting the final versions and for monitoring their use by the boards when they are translated into syllabuses and exams.

The joint council has not yet responded to the letter, which summarizes discussions it had with Sir Keith and Sir Wilfred in the summer. It is not due to meet again until next month.

So far the joint council has played along with the minister as part of the price of securing his agreement to the new exam. But there is growing concern among some members at the precedent he is setting for ministers to exercise political direction over what is to be examined. His intervention over the proposals for history and physics have already caused some consternation, and one member of the council said this week that the part of Sir Keith's letter which talked of requiring changes "made my neck tingle".

If the minister decides it is feasible to proceed with the 16-plus early next summer, he could find the boards objecting more strongly to any attempts to modify the criteria for the new exams in the last stages.

The joint council was set up at the suggestion of the Department of Education and Science to oversee the drafting of the new criteria. In his letter, Sir Keith raises the question of whether it need continue in existence after the national criteria have been established.

He concludes: "We recognize the examining boards may from time to time find it convenient to offer a collective view on the operation of the criteria and on broader issues of 16-plus policy. It will be for the GCE and CSE boards to decide whether this requires a standing body at national level".



Picture: R and B Greenhill

Looking ahead . . . pupils from the infants to the sixth-form are now taking a more central role in their science education.
Science Extra, pages 39–50.

Clawback threat on pay rise

by Richard Garner

Teachers may be forced to pay back part of any salary award they obtain next year because of Government moves to increase their pension contributions.

At present, 6 per cent of a teacher's salary is deducted for pension contributions but Government actuaries are evaluating the pension scheme – and are expected to come up with recommendations before Christmas which could lead to an increase in contributions.

This would be in line with what has already happened to Britain's firemen. In their case, the Government's advisers told Ministers they would get a lower return on the money invested in their pensions fund that an independent actuary engaged by the Fire Brigades' Union advised.

As a result, firemen were given a pay offer this year which included a four per cent increase in the amount deducted from their pay for pensions' contributions. If a similar increase was imposed upon teachers, it would mean the average teacher on just over £8,000 a year paying more than £300 extra.

The Conservatives promised in their election manifesto earlier this year that there should be "realistic contributions" from employees towards their pensions.

Mr Fred Jarvis, general secretary of the National Union of Teachers, believes that all unions should be alerted to the threat of increased pension contributions and he has persuaded the TUC to oppose any moves by the Government to impose "unjustifiable" increases.

Teachers' pension contributions were last increased in the 1950s after a bitter struggle. Since then, if there has been any shortfall in the pension fund, it has been topped up by the local authorities.

The teachers' 1984 pay claim is likely to be formulated during the autumn. It is usually submitted to the employers just before Christmas.

Stress blamed for infertility

by Hilary Wilce

Classroom stress has been blamed for the allegedly high rate of infertility among teachers.

The suspicion that there could be a link between teaching stresses and childlessness was first voiced in a recent letter to *The Times* from Mrs Joanna Fulford, a Humberside teacher.

Her claims have since been largely substantiated by experts in fertility and occupational stress.

In her letter to *The Times* Mrs Fulford, a former head of department in a comprehensive school, called for an investigation into the problem and said: "The numbers of female teachers attending infertility clinics are considerable . . . within the profession we wryly say, 'The best form of contraception is to marry a teacher', and it works both ways."

The British Pregnancy Advisory Service confirmed that a large number of teachers came to its fertility clinics, although no job statistics were collected.

However, doctors point out that women teachers tend to defer starting a family while they establish their careers, and this can make it harder for them to become pregnant. They also note that teachers are likely to know what help is available, and to seek it out, therefore showing up prominently in clinic figures.

"Teachers tend to be people with a high expectation of being able to organize their lives", Dr Sue Gregson, scientific officer with the BPAS, said. "They think they'll use efficient contraception for five years and then have a baby. They can be very unrelaxed and tend to panic more quickly".

Recent work on fertility has shown that the chemical effects of both physical and mental stress affect the reproductive system, although it is reproductive system, although it is also known that stress can be caused as much by the fertility investigation as by outside causes.

Teachers tended to arrive at the clinic having read all the literature on

continued on page 3

Special award criticized

by Bert Lodge

Christian teachers have criticized the presentation of a special award for world citizenship, because the school selected to receive it celebrated Diwali, the Asian festival of new year.

The award was presented by the Duke of Gloucester to the Ellis School, Leicester, at the annual conference earlier this year of the Council for Education for World Citizenship. The school, where 20 nationalities are represented among the 800 pupils and staff, mounted a week-long exhibition of art, music and literature. Lessons on poverty, hunger and pollution were also put on the syllabus.

A leading article in the latest issue of *ACT* the Association of Christian Teachers' journal, asks whether the celebration of Diwali involved worship, and if it is more noteworthy in terms of a festival of world concern than the various Christian festivals.

"Does it follow that in a global village, all children should be encouraged to observe Hindu festivals in preference to the more divisive celebrations of Christianity?" says the article.

Miss Margaret Quass, director of the CEWC, said the award was made not solely because the school had celebrated Diwali. "It is a multi-racial school which sustains that ethos throughout the year. In fact the exhibition was arranged by a Welsh lady who is a devout non-conformist."

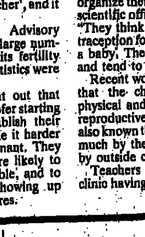
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A letter from Sir Keith

It seems that the Secretary of State has spent a useful part of his summer holiday at his desk penning letters to correspondents who asked for advice at the end of July, anticipating the usual agonizing six months' wait, and who have been accordingly somewhat startled to receive, virtually by return, missives variously interpreted as helpful, routine or coded threats.

It was indeed the unusual speed of Sir Keith Joseph's reply to the chairman of the University Grants Committee (page 5), coupled with its peremptory tone, which has probably done almost as much as anything in it to provoke alarm.

To a certain extent, Sir Keith's letter can be seen as a response to the points raised by Sir Edward Parkes himself. Beyond that, much of it was at least expected, given Sir Keith's known views on science, cost effectiveness and privatization, and the pace set on student numbers, open debate and consultation by the National Advisory Body on public sector higher education. But the bad news about funding and student ratios came as far more of a cold shock.

What the UGC was looking for was a long-term strategy for higher education provision into the 1990s, upon which they could deliberate with due academic speed when somewhat recovered from the cutting experience of the last two years, which "has shown all too clearly the problems which arise for all concerned with the provision of higher education – from students to the Government itself – when there are unexpected and unplanned reductions in resources".

It was recognized in the UGC letter that it should at least keep in touch with the NAB, that there might be differentiation in spending levels within and between institutions and that financial constraints were all too possible. But the last Public Expenditure White Paper had given every ground for believing that at least level funding would continue beyond 1984–85 into the second half of the decade (and it has to be remembered that the introduction of level funding during Mr Mark Carlisle's term as Education Secretary marked the first government attempt to hold down artificially the number of qualified and willing students able to take up a place in higher education).

Now, just when they were starting to think about emerging from contraction, Sir Keith has raised the first serious doubts about long-term commitment to level funding, with a warning that government hopes cannot be considered as undertakings. He adds his all-too-familiar public spending provisos – "very severe pressures . . . inescapable increases in some areas . . . reductions elsewhere" – but at this stage we can only conjecture whether the Chancellor of the Exchequer on his current cutting spree has drawn superficial conclusions from the downward droop in the demand projections for the early '90s, or whether Sir Keith's much more directive tone is designed to frighten the universities into line on other issues. In any event, he appears to have been eager to preempt the Cabinet's public spending debate.

One of the other issues on which the universities must reasonably have been expecting pressure is the number of students they are prepared to pack in for the money. When the UGC cuts were put into operation two years ago, it stood firm on preserving the "unit of resource". If they had to accept government cuts, they would admit fewer students – and blame the Government – rather then jeopardize standards by reducing the spending on each student and worsening student-lecturer ratios. It was a stand on principle but difficult to sustain, and no part of the Robbins philosophy. There are plenty of satisfactory examples elsewhere of less luxurious ratios, and more than one university department here prepared to introduce them.

The issue was brought to a head by the NAB decision at the end of July to cut the resources per student by 13 per cent in 1984/85, so that entry numbers would not have to be cut quite in line with the planned overall 10 per cent cut in spending. That was till expected to leave 5,000 prospective qualified students without a place in higher education in 1984, and it is no secret that there was strong feeling within the DES that right of access ought to be preserved, and that the UGC would not need to shave unit costs by very much to do it.

Sir Keith's letter does indeed take up the theme of reducing the real level of support per student, but does not address itself to the next year or two, when such measures are most urgently needed to deal with the peak in the age group. He is talking about the years after that when numbers in the age group are coming down. Reducing unit costs to meet demand in times of economic constraint is one thing; doing it simply in order to make straight financial cuts is another, quite apart from the wider implications.

One of the more worrying of these implications has to do with the knock-on effects for colleges and polytechnics if universities are persuaded (or more forcibly directed) to accept a higher proportion of students at a time when the age group is declining. The logical conclusion of such an exercise might be the closure of more colleges of higher education, or even polytechnics.

It is not yet clear whether that is what Sir Keith or the DES planners have in mind, but that one issue alone points up the need for consultations across the binary divide, if the NAB and the UGC are not to be deployed alternately into moves that can rebound either way.

COMMENT

Stiffening up for exams showdown

The letter Sir Keith Joseph has sent to the examination boards (page 1) can have left them in little doubt that they must steel themselves for a showdown with the Education Secretary over the new 16-plus. By his earlier disapproval of the history and physics proposals on ideological grounds, Sir Keith has already demonstrated a studied disregard for the conventions which have, by and large, protected the school curriculum from the whims and short-term expedients of politicians.

Now Sir Keith, in his letter to the Joint Council of GCE and CSE Examination Boards, has made it plain that this was not just a radical assertion of his right to a say in the curriculum of the nation's schools but that at the end of the day he regards himself, along with Mr Nicholas Edwards, the Welsh Secretary, as the final arbiter of what should or should not be examined in all new exams. Parts of this letter make chilling reading.

After repeating his earlier undertaking that early next summer he will say yea or nay to the merger of O level and CSE, Sir Keith says, "Once that decision has been made, the national criteria exercise will enter the stage at which the draft statements are recast to incorporate such modifications as Mr "Edwards and I require in the light of advice from the Secondary Examinations Council."

Well might some spines be tingling at those words on the Joint Council, as they are reported to be. Indeed, it is good news to have it confirmed that members of the Joint Council have spines to tingle. It is not necessarily a criticism to say that backbone has not been conspicuous in the anatomy of that body's dealings so far. Its thankless task has been to tread a delicate path between the demands for comprehensive reform and the antagonisms of a government ill-disposed towards changes in exams "of proven worth".

But if Sir Keith now decides to proceed with the 16-plus proposals, the boards will have to show their metal. It has long been clear that the 16-plus would break their hegemony in the public exam system but they still have a leading part to play; not merely as skilled technicians in assessments but as the focus and repository of professional judgment they have always claimed to be.

They should not be alone when the time comes to assert professional judgements over political ones. It is to be hoped that the teachers and local authorities who form the other partners in the governing of the education system – or used to – will also block any further attempts to politicise the curriculum.

By that stage, too, the formal responsibility for submitting the final versions of the 16-plus criteria will have passed to Sir Wilfred Cockcroft's Secondary Examinations Council, which was set up and appointed by Sir Keith. That body, too, will have plenty of opportunity, and no small excuse, to wade in and show its worth.

But acceptance by the exam boards of anything Sir Keith proposes to add to or remove from the criteria in the closing stages is clearly going to be crucial to the public credibility of those proposals. That acceptance, and the boards' willingness to operate the new system, is their trump card. The boards enjoy a considerable degree of respect for their authority and independence. The day is approaching when they must prove themselves worthy of it.



Survivor: Elham, a woman who had to flee retribution for "shame".

World studies begin at home

"What *is* world studies?" is the question posed and answered in the course of a thoughtful article on Page 29 this week. Setting aside the interesting and moot point about the grammar ("What *are* world studies?" does not sound any better) there remains one crucial element which seems, on this occasion at least, to have been left out of the discussion.

There may indeed be a dearth of world studies-related teaching materials, a lack of consultable specialist literature, inadequate resources allocated for buying visual aids. Courses may indeed tend to train for the global status quo rather than for change; as Rick Rogers suggests, they may indeed be conscience-soothers rather than consciousness-raisers.

It has been argued in these columns many times before, and it will clearly have to be argued many times more, so let us say again: the biggest and most powerful visual aid yet invented lies to hand in virtually every home.

School is an artificial environment, home is "real life"; and at home, moreover, real life (albeit edited) comes pumping out of a tube in a mind-boggling variety of forms. The 15 teacher-signatories to the recent DES report on television may have failed to realise how sophisticated and critical young viewers are, but perceptive teachers now build on this indisputable fact. Microelectronics is not the only realm in which children regularly outclass their teachers: their knowledge of everything from natural history to politics can these days be alarmingly comprehensive.

How many world studies classes this week – or geography classes, or sociology classes – used the searing documentary broadcast two days ago by Channel 4 as a basis for discussion of women's oppression in the Middle East? *Dying of Shame* offered both a chilling glimpse of an evil social custom and an appraisal of the obstacles to any palliative action through the Geneva Refugee Convention. With a teaching aid like that, who needs a textbook?

. . . no comment

"M. . . . . . . was seen recently as part of the Child Health and Education Study. He was found to be left-handed, left-eyed and right-footed. He is mildly clumsy and has marked cross lateral problems."

From a school health department report.

Second opinion

Progressive aims for the '80s

Back in 1965, during somewhat less turbulent times at Dartington Hall, the trustees convened a Colloquy on Progressive Education, bringing together heads and others from both the state and the independent progressive schools. During the three days of debate and argument, Christian Schiller came up with a definition of "progressive" that strikes me as both apt and useful.

The influential former HMI suggested that the life of such a school "springs from a relationship which gives each boy and girl a sense of security and at the same time is permissive; which provides for every boy and girl opportunity to choose in all things up to the extreme limit of the capacity of each, but not beyond; which relies on influence and not on power".

Schiller was actually talking about the best of the state primary schools. Yet he was also quick to acknowledge the positive influence of the early progressive schools, which he believed had "provided a home where ideas still new to many can live and adventure". Today, far from being centres of innovation and experiment, such schools have become conformist and respectable. Many would not now seem out of place at the HMC.

Is there, then, any point in still calling these once-pioneering schools "progressive"? To take Schiller's last point first, from visits I made recently to most of the better-known of these schools, it seemed to me that the staff allowed the children scant opportunity to take responsibility for their own lives. As in most state schools teachers apparently derived their authority simply from being adults, rather than from the quality of their behaviour, opinions and judgments. As one head said: "I don't think the pupils have the experience to make decisions on important matters".

Summerhill has, I believe, disproved this patronizing notion during the course of the last 60 years. But few heads have the confidence or nerve that Neill had, to allow children to make laws and decisions about matters of real concern to them. Self-government, where it exists at all, seems to have fallen into disrepute, or in some cases appears to be about to disappear altogether. Children, of course, know a bogus set-up when they see one.

On the matter of pupil choice, especially in the area of curriculum, the old progressive schools appear to have fallen into line with their state counterparts. All schools are blighted by the outmoded and divisive exam system, by the continuing emphasis on academic ability at the expense of the practical and creative. Yet in former times the progressive schools could reasonably claim to be putting the main emphasis elsewhere, notably on relationships and community life. Today there is little evidence.

As in the state system, the children there are under pressure to succeed in conventional terms, too often at the expense of their well-being, happiness, confidence and "sense of security". Yet a genuinely "progressive" school of the 1980s should surely be pursuing different aims. It should be looking at ways of breaking the exam stranglehold. It should be encouraging children to follow more creative pursuits than those which demand a certificate. It should be helping them to take on real responsibilities, in preparation for living in a difficult and complex world. Yet, Summerhill apart, which of the pioneer schools can honestly say it is doing this?

Jonathan Croall

Jonathan Croall is the author of Neill of Summerhill: The Permanent Rebel, *published recently by Routledge.*

NEWS

Stress is blamed for infertility

continued from page 1

the subject and were often "temperature chart addicts", Dr Gregson said. "What they really need to do is to throw away their charts and buy a bottle of wine. Unfortunately they don't like being told that – it's not scientific enough!"

Dr Jack Dunham, a psychology lecturer at Bath University and an expert in teacher stress, said that many teachers suffered from marital and sexual problems because of the strain of the job.

The problems included irritability at being touched, depression, moroseness, chronic exhaustion and a general unwillingness to take part in sexual behaviour.

Poor working conditions, the conflict between the role of teacher and pastoral tutor, and management problems for those in authority all contributed to stress, and there was an urgent need to help teachers to develop their inner resources to cope with these.

Mrs Fulford told *The TES* she had written to *The Times* because she had known at least seven or eight women colleagues who had failed to get pregnant. She herself had tried for eight years to have a baby before adopting one last year.

During that time the gynaecologist she was seeing had advised her to give up *full-time* teaching and take a part-time job.

She agreed that the women she knew who had problems were mainly in their late twenties or early thirties and that this could be part of the problem, but pointed out that women married to teachers tended to complain about their husbands always being tired.

A lecturer at a London polytechnic who is attending a fertility clinic said she thought job stress could be contributing to the problem. "There is one day when I teach from 10.30am to 9.30pm. After a day like that you're no good for anything when you get home".

The woman asked not to be named, "because with so many jobs under threat I don't really want to broadcast to colleagues that I might be wanting maternity leave".

Although no figures are collected which relate occupation to infertility, tables on malformed babies show that teachers have a higher than average number of Down's syndrome babies.

According to figures from the Office of Population, Censuses and Surveys, the ratio of Down's syndrome babies born to the wives of teachers between 1977 and 1979 was 54 per cent higher than might have been expected, working on average figures for all occupation groups.

Redundancy plan could aid jobless

SDP at SALFORD

Diane Spencer on the education and local government debates

Teachers were held up as an example to the rest of the work force by an official of the National Union of Teachers at the Social Democratic Party conference in Salford this week.

Mr Alan Evans, Vale of Glamorgan, and education officer of the NUT, said the teaching profession had reduced its workforce by 40,000 (8 per cent) through early retirement or redundancy in three years, making room for teachers who were on the dole.

Most of the teachers who left jobs had been satisified with their redundancy terms. If the same process were applied across the whole labour market to workers over 55 it would create some 1.5 million jobs at a lower cost per job than by any other means, Mr Evans said.

He thought that the party should be working towards a 30 year working life, holidays of between four and 12 weeks, a 3½-day working week, but seven day manning. It might mean lower pay, but it was the way to tackle the long term unemployment problem.

The SDP president, Mrs Shirley Williams, opening the debate on the future of work, thought the most attractive idea for young people was to split "starter jobs and combine a half time real job with further education or training."

Retraining was also important. The unions, she hoped, would follow the example of those in Germany and France in bargaining about paid educational and training leave.

Education will be "a most important issue" in the next local government elections, and it is "the most vulnerable one for the Conservative party", the conference was told.

In a short debate on education squeezed in on the last morning, Mr Peter Lee from Canterbury urged delegates to go back to their areas and form links with teacher unions and parent teacher associations. "We have many supporters out there. We can lay the ground for a magnificent opportunity for the party in 1985," he said.

He also hoped that they would monitor the effects of education cuts and the progress of the Youth Training Scheme. Mr Lee attacked the Government for "doing untold damage to the education service" by cutting £1,000m from the budget which had wasted human resources in a dreadful way.

This money had gone to an undemocratic quango – the Manpower Services Commission – instead. The Government had taken education away from the control of Labour and SDP councils and given it to a body directed by themselves. Some of the YTS work was good, but the scheme was generally an "inefficient, bureaucratic mess".

A plea for reforms in teacher training was made by Mrs Margery Lyle, East Kent, a former teacher. It was "woefully inadequate" and reaped a harvest of trouble, she claimed. She favoured training to be run on West German lines which based students in school and then seconded them to colleges.

Ms Joan Phylactou, North Tyneside, a lecturer at Newcastle Polytechnic, said there was now the opportunity to change teacher training in a radical fashion. Given falling rolls and therefore a decline in the demand for teachers in the next five to ten years, there was a chance to decide what to do about training. The policy group on education should consider this.

Opening the local government debate, Mr John Cartwright, SDP spokesman on the environment, said: "Social Democrats totally reject the whole thrust of Tory policy on local government since 1979, based as it is on the belief that ministers must have the power to control the spending decision of local authorities".

The plan for rate-cutting would mean civil servants, ministers and, eventually parliament, would be bogged down in the budgets of individual local councils. This would be "a constitutional outrage and a practical nonsense".

"Our belief in local democracy does not mean giving a free hand to Ken Livingstone, Ted Knight and the other far left councillors who have hijacked so many local authorities," he warned.

Ms Joan Phylactou said it was no secret that the structure of local government was inefficient, confusing and bureaucratic. The difficulty was one of reconciling the removal of a tier and getting services closer to the people.

Mr Alan Good, Central Essex, thought a district should be small enough for people to recognise their own councillors.

Ms Phylactou told the conference that the party's local government policy group would probably recommend some form of regional government for the London area. The present policy favours the abolition of the GLC. She said that Mr Livingstone, who spoke at a fringe meeting the previous evening, had made a "marvellous case" for a regional authority.

Previous speakers were less kind to the leader of the GLC. Mr Keith Evans, Greater Manchester, accused him of doing "tremendous damage to other metropolitan councils by tarring everyone with the same brush". Roger Fox of Ealing said that no-one had damaged London more than the extreme left.

● The National Union of Teachers executive will meet at the end of this month to decide how to respond to Dr Owen's overtures to unions to hold talks with him on the party's ideas for trade union reform, David Lister writes.

The NAS/UWT has already decided to meet Dr Owen, and the NUT is likely to agree to respond to him but equally likely to emphasize its view that it is for an individual union to decide how to run itself.

The union is not linked to any political party though leading members have in the past served on Labour's education committee in personal capacities. NUT education officer Alan Evans, who used to be on that committee, was an SDP candidate in the last election.

£500 award for race jibe

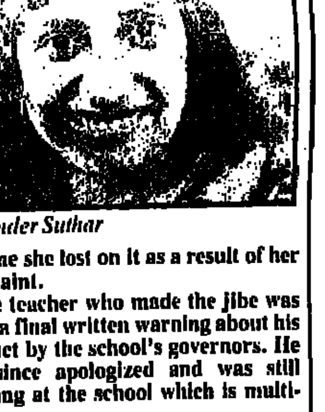
by Richard Garner

In the first case of its kind a local education authority has paid a Sikh teacher £500 compensation for "racialist abuse" by a colleague in the staff-room.

Labour-controlled Avon has made the payment to Ms Harvinder Suthar, of the authority's multicultural centre, after a teacher at a junior school where she was working made a racist jibe at her.

Her case was taken up by the National Union of Teachers and the Commission for Racial Equality, who secured the compensation and an agreement from Avon to meet up to £150 of Ms Suthar's expenses in pursuing the claim.

Ms Suthar is also to be allowed to take one day off a week to pursue a course at Bristol University to make up for time she lost on it as a result of her complaint.



Harvinder Suthar

The teacher who made the jibe was given a final written warning about his conduct by the school's governors. He had since apologized and was still teaching at the school which is multiracial.

Now the CRE and Avon NUT are seeking a meeting with the authority to discuss the implications of the case.

Avon has agreed that racist behaviour should be made a punishable offence in its disciplinary code and that racism awareness should figure prominently in its in-service training programme.

Sir Keith backs technology teaching

by Paul Flather

Sir Keith Joseph, the Education Secretary, joined industrialists this week in the complaint that technology teaching had virtually disappeared from the school curriculum.

At a top-level seminar in Lancaster House, London, presided over by Mrs Margaret Thatcher, the Prime Minister, and designed to improve co-operation between those in industry and universities and to boost British innovation, Sir Keith agreed that the position was absurd.

The Government was starting the revival of the technological element in the syllabus in 14 authorities this month, he said. With continued help from the Manpower Services Commission, more schools would follow suit next year, and he hoped it would eventually be enthusiastically received in all schools.

Sir Keith also told the seminar he wished all those leaving schools "had a bit more knowledge about how the economy and business works".

He then made a plea for more girls to take science and technology subjects, drawing attention to the presence of no more than two or three women in the seminar, attended by an array of ministers, financiers, university vice-chancellors, and industrialists.

"Most parents and girls do not yet perceive that science and technology is a perfectly suitable subject for them", he said.

He also drew attention to the "almost universal comment of HM Inspectors in nearly all their reports on primary and secondary schools" that on the whole the schools were not stretching the children at all levels.

Sir Keith said communications between business and education as a whole, including schools, needed to be improved. But he also wanted industry to "give the right signals" to education.

Sir Clive Sinclair, the home computer pioneer, told the seminar it was time everyone received a technical education as well as a literary one.

"I do not mean everyone should be taught science archaically divided into physics, chemistry, and biology, but technology, the understanding of how things work", he said. "It is also time business studies were made more general at university."

Sir Keith Duckworth, chairman and chief engineer of Gosworth Engineering, also blamed education for overing, emphasizing academic rather than commercial virtues.

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PLATFORM

Growing up unequal

Birth is not fatal, says Professor A H Halsey, but social class still determined the fate of too many British children in the 1960s and 1970s. The policies of the 1980s are designed to make matters worse.



Growing up: the 1950s (above); the 60s (right) and the 70s



A quarter of a century ago in the week beginning March 3 1958 17,000 babies were born in Britain. And because of the National Children's Bureau we know a lot about them. In this large book* Ken Fogelman collects or summarises that knowledge up to 1974 when they were, in the jargon of the trade, "swept" for the third time at age 16 at the end of their compulsory schooling. By that time, of course, they were no longer all available. Some had been lost by emigration (though more than replaced by immigration), some by refusal to cooperate in being "swept" and some by death. Indeed, this last kind of ending was also the beginning. Professor Neville Butler started the whole thing as a perinatal mortality survey. He knew from the contemporaneous medical statistics that nearly 600 of them would go to their graves by the time the week was out. Butler documented the social and obstetric circumstances of such disasters, showing, for example, that the risk of still birth or death within seven days was 50 per cent above the average for fifth or later births, and 35 per cent of those whose mothers had smoked heavily during pregnancy.

The possibility of detailed and systematic annals of life and death were thus demonstrated. Dr Mia Kellmer Pringle, the founder-director of the National Children's Bureau, seized the idea. The subsequent story has been one of successful persistence. The cohort was resurveyed at age 7, 11, 16 and 23, and in principle the study could now go on to record the fate of the children of these children. The testing of generational hypotheses about a nation becomes possible, not on the basis of biographies made frail by the distortions of memory, but on independent evidence systematically cumulated by researchers.

Admittedly, the idea could be put into service as routine surveillance technique in a dictatorship: it could be a gulag made efficient by social science and computer technology. In fact the idea came from people and a society in which collective self-knowledge was assumed to be good in itself and beneficent in its use.

The intent was to provide knowledge which could improve the services offered by one generation to the next, to reform the circumstances of upbringing – medical, educational, and social – and so to bring future reality into closer approximation to present ideals. If neither the study nor the use made of it measures up to the full potential of the idea in a liberal-democratic society, the original conception remains noble and is not thereby necessarily invalidated.

All this needs to be said emphatically at a time when the social sciences, including economics as well as sociology, are out of favour in the governmental establishment. The truth is however that social science belongs neither to the left nor to the right; it draws from and is accessible to both: it is a mode, and a potentially powerful one, of collective awareness and understanding.

If we wish to deliver a more intelligent and responsible democracy to our children than we have ourselves conceived to practice, we will either use social science or act against our collective interest. The longitudinal study is one among several methods of empirical enquiry with particular advantages and disadvantages that have been well rehearsed. Their net utility is beyond question.

Indeed, serious complaint may be lodged against both underfunding of this and similar enterprises of social enquiry, and underuse of that which is so sparingly purchased. Much National Children's Bureau time and frustration had to be spent on recruiting a new and different group of sponsors for every follow-up and special enquiry. Yet, lest the protest be dismissed as the special pleading of a social scientist, let me add that severe criticism can also be levelled against the study as social science.

In the first place it does not, at least in the content of the book, add up to the promise of the title. In part this is a problem of bridging the gap between data collected and data analysed. It is characteristic of such studies that collection takes priority over analysis. But further, the collection itself is conspicuously limited by the particular interests, mostly medical and educational, which motivated it. The preference is for hard fact. But the process of growing up takes place outside the medical clinic and the psychologist's testing room. There is too little about the subjective life of children, their relations with each other and their parents and peers. The record is medically and psychometrically impressive, but culturally and socially thin.

In the second place there is an almost total lack of historical placing of these children. We are not even told how their numbers compare with those of previous or subsequent birth cohorts, despite the known historical importance for life-chances of the relation between numbers, resources and opportunities. More particularly, though there are some references to Douglas's study of the 1946 birth cohort, there is nothing like a systematic comparison which might have illuminated the meaning of growing up in a changing Britain. Childhood under Macmillan was presumably different from what it had been under Attlee. The post Suez children entered a Britain which no longer thought of itself as Great. What effect did these changing circumstances have on the outlook and the actual experience of those two age-grades? We do not get an answer. The cast of mind of the National Children's Bureau authors is ahistorical. Yet the full meaning of the data they have collected is lost if not placed in its period, at least to the extent of assembling the trends of the measured variables with which they work such as family size, social class, income, housing, divorce and separation, years of schooling, educational attainment, etc.

The picture within the cohort, on the other hand, is much clearer. Particular social groups are carefully analysed (immigrants, children of low income or single parent families) and particular health problems monitored (hearing, visual acuity, diabetes, rubella vaccination). The book, in this systematic exposition of social origins points with pathways of life chances (demographic, economic, and educational) given typical probabilities and compared with other birth cohorts.

If fluidity, or turbulence, encourages us to believe that birth is not, so to speak, fatal, there is also discouraging evidence in the book of constraints on freedom. Gender is one such limitation to life chances. Boys of this generation may have run behind in the educational race in the early years, but by age 16 their further educational and occupational expectations and intentions were better than those of girls. Of boys, 13.7 percent planned to go to the universities or polytechnics; of the girls only 9.6 percent. Of the girls, 18.8 percent intended no study beyond 16 years; of the boys only 14.8 percent. The only significant diminution of sexual differences reported is in smoking.

Another stubbornly resisted constraint is class. By the end of compulsory school the children of the Registrar General's class V live educationally as well as socially in a different world from that of the children of the non-manual groups. Their mean scores on reading and mathematics are more than a standard deviation lower, that is, only about 15 per cent of them could be expected to score about the mean of the non-manual children. Throughout their schooling, the children born in 1958, like their predecessors, turned in an ever widening gap of academic attainment along class lines. Those who moved down were more likely to be from working class than from middle class families. For example, though constituting 31 percent of all pupils, the non-manual children made up 47 percent of those who started (aged 7) in the lowest third of mathematics attainment, moved up to the highest third by age 11, and stayed there to age 16. Conversely, three middle class children contributed only 15 per cent of those who had the reverse (decreasing pattern) of attainment. This polarising process explains the socially skewed composition of sixth forms and colleges and universities. It reproduces in the Welfare State the patterns of occupational inequality which were once believed to be the distinctive mark of unreformed capitalist society.

If only because current fashion is to suggest that talk about class in education is an outmoded preoccupation with bygone generations, I would insist that too little is made of the continuing class determination of the fate of these British children of the 1960s and 1970s – a determination which the policies of the 1980s are designed to reinforce rather than to mitigate. I do not suggest that Fogelman and his colleagues are in any way biased or insensitive to disadvantage or unfairness. On the contrary, concern for children and especial tenderness towards the weaker among them is central to the spirit of the National Children's Bureau.

The under-emphasis, paradoxically, comes from the resolve of these authors to be precise in the measurement of causes of child development. That resolve leads them, perfectly properly, to make detailed distinctions between different aspects of the environment. Housing quality, family size and income are thus differentiated from social class which is measured as parental occupation. Then in the techniques of analysis of variance which they typically use, the weight of these independent variables in explaining an outcome such as height or attainment in reading is assessed as "the last one in" – that is, its effect net of the effect of all the other variables. The result is to give apparently minor importance to particular variables, including social class.

But an adequate theory of social stratification would recognise the interconnectedness of the social conditions I have listed – in statistical terms their intercorrelation. The National Children's Bureau statisticians are well aware of the different meanings to be attached to raw, partial, and multiple correlations.

The reader of this book is well advised to acquire similar sophistication. He or she may otherwise fail to grasp how far this generation of children still falls short of membership of one nation.

Professor A H Halsey is director of the department of social and administrative studies at Oxford University.

Growing up in Great Britain: Papers from the National Child Development Study. K Fogelman (ed.), Macmillan. 1983. pp. xi + 374.

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NEWS

Sir Keith attempts to quell universities' fears of fresh cash cuts

Private funding hint to campuses

by Ngaio Crequer and Paul Flather

Sir Keith Joseph has attempted to quell fears of a new round of cuts in the universities after the publication of new guidance for the University Grants Committee.

Vice-chancellors expressed anxiety about Sir Keith's warning in his letter to Sir Edward Parkes, chairman of the UGC, that the committee should consider its response to reduced as well level funding. They are to discuss the implications of his guidance at their weekend retreat later this month.

Sir Keith emphasized this week that no final decisions had been made, but he was very keen that universities should find more of their money from the private sector.

He expected to hold more detailed talks within the next few days, with Sir Peter Swinnerton-Dyer, who takes over at the UGC at the end of the month. Sir Peter is well known to favour the "earmarking" of UGC funds, and has made public on more than one occasion his view that first-class research in future could not be sustained in all disciplines in all institutions.

In his speech this week to the science seminar presided over by the Prime Minister (see page 3) Sir Keith said he wanted to report that the Government had asked the UGC and the National Advisory Body to "consider a more selective approach" for the distribution of public money between and within institutions.

"That possibility takes very few words to express", he said. "But it could be pregnant with a fair amount of useful change." He also said that he thought there might be some limited scope for more private sector money in higher education. "I do not think that the near total dependence as now exists is necessarily healthy for the independence and vitality of institutions."

It is clear from Sir Keith's letter that the universities will be asked to take part in a new rationalization exercise to make them more efficient, more applied and less dependent on the public purse.

But unlike the 1981 cuts, from which the universities are just recovering, the Government rather than the University Grants Committee will plot the strategy.

Firmly back on the agenda is the idea of a three-tier system, with the best universities, or the best departments, concentrating on research, and the least prestigious emphasizing teaching.

And it became clear in the correspondence published on Sunday between Sir Edward and Sir Keith that it is the Government which will establish the ground rules for the review.

He makes it plain that for the new review period he wants an end to the 1981 UGC commitment to protect unit costs, at the expense of student numbers.

The Government reluctantly acquiesced in this decision taken by the UGC in 1981. Government policy now is aimed at meeting student demand across the whole of the higher education sector but only by making universities more efficient, and providing cheaper and probably shorter courses. THES

New survey confirms need for girls' micro scheme

by Carolyn O'Grady

Further evidence that girls are opting out of using micros in schools comes this week in a survey conducted by a computer company.

The survey strengthens the argument of those educationists who want schemes brought in to encourage girls to use computers.

The survey of 10 primary schools and 10 secondary schools throughout Britain was conducted by Acorn Computers, who make the BBC Micro. It found that girls lost interest and confidence in using computers, especially at secondary school.

A recent survey by Audit of Great Britain found that boys are thirteen times more likely than girls to use computers in the home. Recent research in America by Stanford University concluded that "computers are being sex-typed as male machines".

Mr Barry Newman, computer education specialist for Northamptonshire l.e.a. who was questioned in the Acorn survey, said: "In computers the girls back off and the boys walk forward. The girls really have to be pushed, even if they possess a natural inclination in this direction". Mr Brian Sanways, director of the Birmingham Education Computing Centre, blamed the parents. He said: "They push the boys into computing far more than they do the girls. And in the home the boy is getting his father to help him".

The survey found that the sex bias was not apparent in primary and junior schools, and that girls in girls-only schools do much better than their counterparts in mixed schools.

Mr Chris Curry, managing director of Acorn, commented: "The situation is not helped by the lack of women teachers in computer studies".

Croydon, one of the authorities setting up special computer projects for girls, is producing special materials. At the same time the ILEA's equality unit is giving priority to the question of girls and computing.

Children spend £60m a year on smoking

by Philip Venning

Over a quarter of all fifth-year pupils are regular smokers, according to a survey carried out for the Department of Health and Social Security.

The survey, of more than 5,000 pupils in Britain, revealed that school children spend up to £60m a year on cigarettes. On average 11 per cent of secondary pupils in England and Wales smoked regularly (at least one cigarette a week), rising from 1 per cent of first year pupils to 27 per cent of fifth years. In Scotland the pattern was similar.

A quarter of all 11-year-olds had tried smoking at least once, while a quarter of all 16-year-olds had never smoked.

There was little difference between the proportion of girls and boys who smoked though both boys and girls were least likely to do so in a mixed school.

The researchers did find more variation between schools than they expected but say more figures are needed before definite conclusions can be drawn.

Only one in 12 children who smoked said they tried their first cigarette at, or on their way to or from school. Two-thirds could not remember or did not say where they started. But the most common place mentioned was at home.

Smoking among secondary school children by Joy Dobbs and Alan Marsh, HMSO £8.50



Politics banned from YTS

by Mark Jackson

Colleges throughout Britain may have to rewrite part of their Youth Training Scheme syllabus if the Department of Employment succeeds in enforcing a ban on political education for trainees.

A draft instruction has been drawn up for those providing off-the-job training which will forbid them to include matters relating to "the organization and functioning of society" unless they are relevant to trainees' work experience".

It has been prepared by the Manpower Services Commission on the direct instructions of Mr Peter Morrison, Minister of State at the Department of Employment, who wants the ban put into effect as soon as possible.

The draft tells MSC staff to turn down any scheme likely to cause public controversy and that any political or related activities will result in immediate closure.

It bars any involvement in demonstrations, intervention in industrial disputes, or the printing or distribution of any "publicly controversial" material.

Mr Donny O'Rouke chairman of the British Youth Council and a member of the Youth Training Board, said that the ban would appear to rule out the use of the political education packs produced by the council with the encouragement and advice of the HMI and the DES, who fund the operation. They deal, among other things, with the way the political system works and with unemployment.

Hundreds of the packs have been sent out during the past few months to colleges and voluntary agencies which are planning off-the-job training for YTS projects.

Selection by ability considered

Solihull education committee will consider a report on Tuesday from Mr Colin Humphrey, director of education, on how selection by ability could be reintroduced for a limited number of the authority's secondary schools.

Mr Michael Ellis, chairman of the education committee, said the suggestion of a change from selection by catchment area to selection by ability had come from parents. The scheme will cater for the top 10–15% of pupils.

Rival peace syllabus launched

by Hilary Wilce

A peace studies syllabus designed to counteract allegedly "subversive" disarmament teaching was published this week by the pro-NATO British Atlantic Committee.

The syllabus had been drawn up in response to reports from parents that they were worried about biased teaching, Mr Harry Greenway, Tory MP for Ealing North and chairman of the BAC's education committee, said.

"I'm not saying you can't depend on teachers to put a balanced view, but I do say that too many teachers in too many schools are simply putting across their own views and feelings and not dealing with peace studies on a thought-out basis. In some areas there are teachers putting out views which are subversive to the general stability of this country."

Speaking at a press conference in London, Mr Greenway agreed that a recent survey of peace studies' teaching carried out by the BAC had not thrown up any evidence of bias, and emphasised that he did not think this kind of teaching was widespread.

The syllabus, called *Peace and Conflict Studies*, was a balanced document which could stand on its own as the basis for a peace studies course, Mr Greenway said.

At its heart, the syllabus suggests two core courses, one on deterrence and defence and one on disarmament and arms control.

It then sketches brief outlines for nine optional modules, ranging from International Economic Conflict (including north-south conflicts, raw materials and markets and the exploitation of the sea bed), through Conflict within the Community (Ulster, Toxteth, race and religious prejudice) and Conflict at School (discipline, teacher-pupil relations, school democracy) to Conflict with Nature (factory farming, deforestation, opencast mining and pollution).

However the main body of the syllabus is a teachers' manual to the suggested core courses which outlines the history of nuclear weapons and of moves towards detente and arms control. The reliance upon armaments as a way of ensuring national security and of influencing the international political environment "is not necessarily to be condemned" the paper says, even if these arms include nuclear weapons.

Mr Greenway agreed that the document could be interpreted as being one-sided.

The government-funded BAC is a registered educational charity set up to support the Atlantic Alliance, and as such must be seen to be politically neutral. Earlier this year it split itself into two parts, following complaints to the Charity Commissioners that some of its publications were political in content.

Overt propaganda activities are now carried out through a group called Peace Through NATO, although the distinction between the two groups, particularly in relation to school activities is a fine one.

If a school asks for a speaker to take part in a debate on nuclear weapons, the request is channelled to Peace Through NATO. But if a school asks for literature, this request will go to the British Atlantic Committee. Teachers for Peace, a grouping within CND, said this week that the BAC syllabus did not offer a balanced approach, as it claimed. The BAC should have said it was "a statement of their position on retaining nuclear warfare," it said.

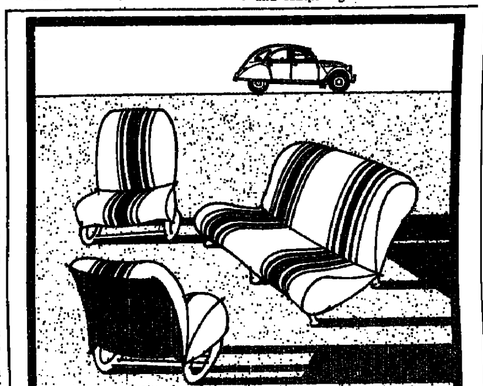
● Two local education authorities have taken steps to put peace studies on the school curriculum.

Lancashire is spending £10,000 on preparing materials on the nuclear debate, germ and chemical warfare and genetic engineering, following a report by a working party set up to investigate peace studies.

The report says that questions of nuclear power, nuclear waste and ecology should be explored alongside questions of nuclear weapons.

In Newcastle upon Tyne, all secondary schools are being provided with a guide to approaching the nuclear issue, drawn up by local councillors.

It gives advice on how to introduce the pros and cons of nuclear weapons to children and provides a reading list which includes government literature as well as information from the Campaign for Nuclear Disarmament.


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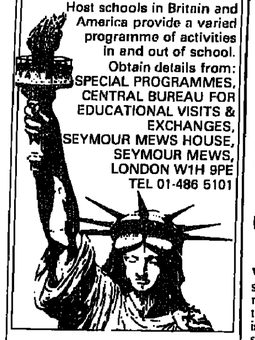
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In the wake of the controversy surrounding Dartington Hall, Virginia Makins looks at the implications for Britain's other progressive schools

Where liberal means more than sex and drugs



With the resignation of Dr Lyn Blackshaw, events at Dartington Hall reached a climax that would seem far too improbable for a novel but which is likely to drive the word "progressive" underground for at least 10 years.

"Dartington's calamity puts us all in doubt," said the head of another old progressive foundation. "The reputation of a school can be knocked down overnight – it takes a decade to build it up again."

This week Roger Tilbury, a former deputy head of Dartington, who has taught at the school for 22 years, and Eric Adams, the school's bursar, were hastily appointed joint heads by the Dartington trustees, and were starting to pick up the pieces.

"We haven't asked whether our appointment is permanent," said Mr Tilbury. "There are only eight days before the term starts."

One of his first moves was to announce that the final details of a new disciplinary procedure would be rapidly agreed with students and staff, and would "make clear to everybody what happens when the talking has to stop, and guiding and counselling has not worked."

Mr Tilbury stressed that the decision to make changes at Dartington had been established before Dr Blackshaw's appointment, and would still be carried out: "Lyn Blackshaw was appointed as a leader to put agreed change into practice, not as a source of new ideas."

It is ironic, now that the word "progressive" has once again been inextricably linked (however misleadingly) with sex, drugs and the wilder shores of permissiveness, to learn that one strand in the discussions at Dartington was a search for ways to make the school progressive again, at least on the curriculum front, by trying to build up the non-academic side of its work.

For many years now the famous "progressive" private schools, such as Abbotsholme, Bedales, King Alfred's, Hampstead, and Dartington, which were set up to challenge established educational ideas, have come firmly within the normal curve of practice, towards the liberal end, rather than representing any leading edge of change.

Most have been transformed gradually and undramatically since the war, notably by jacking up academic standards to match other academic schools, while keeping a strong tradition of creative arts and craft. Only one – Frensham Heights, in Surrey – had a crisis when Her Majesty's Inspectorate judged the school had reached a state where it must either tighten up its standards and discipline, or close down.

That was ten years ago, and a new head, Alan Pattinson, was appointed to put things right. This week, Mr Pattinson opened the school year by telling Frensham Heights pupils: "It's not our job to allow you to live in an overprotected society, or a fool's paradise. You must cope with the world as it is, not the world as it ought to be."

He says that when he arrived at Frensham Heights: "the school had gone mad on freedom without responsibility: bored and apathetic children were doing things beyond their level of maturity." Under his new regime they had to "clean their teeth, say please and 'thank you', go to lessons, do homework, prepare for exams and stop taking drugs and shoplifting."

They could wear their own clothes – but "nothing bizarre, or image conscious", sixth formers could go to pubs, and students found taking drugs were immediately expelled. The school has been full for the past five years, and would now, in Mr Pattinson's judgment, be approved by "all except those who could never accept a school without uniform, chapel, Combined Cadet Force and honours board."

It is, he says, a "pleasantly informal and friendly place", and adds: "But I don't like the word progressive: I prefer to be called a liberal school. Progressive has connotations of unwashed bodies and ignorance."

Mr Euan MacAlpine, head of Bedales, doesn't like the word progressive either. "I do not know what it means: I would not use it at all. What this school offers is a very good balance between the traditional academic subjects and the arts. What pleases me is that people who in another school would go the straight academic route to Oxbridge may go on to an art or music college."

Bedales, pupils are carefully selected by a two-day set of interviews, and their pottery, art and electronic circuits are considered as well as their maths and English. But, he adds: "We can't cope with anyone who hasn't the potential for six O levels," as the school partly sells itself on its "outstanding" academic record.

Like most of the other famous progressives, Bedales keeps the structures of student participation in the running of the school. It has an elected committee and subcommittees. Dartington has a moot and other regular forms of discussion. King Alfred's has a council, and all the heads said that any topic can be raised for discussion, from the breakdown of the school budget to the menu for meals.

But – with the exception of Summerhill, still flourishing under Eva Neill, A S Neill's wife, where students still have considerable power – discussion and negotiation is as far as the students' influence goes. The curriculum is a matter for heads and staff, and attendance at lessons is compulsory.

One other school, Monckton Wyld in Dorset, was also still trying to keep older ideas of student autonomy alive. It was a small school, with 40 or 50 pupils, and it closed this summer, after

Continued on opposite page



Dartington Hall . . . picking up the pieces

Conferences

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After Dartington what price progressive schools?



Lyn and Beth Blackshaw: focus of the Dartington Hall controversy

a critical HMI report that demanded several changes if the school was to continue. "Our main problem was that we were taking everyone who came, many of them towards the end of their school life," says David Donaldson, a teacher at the school.

"There was no solid group of children who'd been educated into handling the freedom we offered. We got too many students who had been turned off, and it affected the working atmosphere. You could handle a few, but it became a critical mass, and parents of younger children who might have been interested in the school were put off."

The school did not want, and could not afford, to meet HMI's requirements. In effect, the report said, it was a special school with a large intake from local education authorities, and needed to be staffed and run as such. It is now turning itself into a centre for adult education courses.

Monckton Wyld's fate shows the difficulties of operating a progressive school that does not select, and gear itself, for academic success. As Mr Tony Price, head of Abbotsholme, said: "Parents who many years ago would not bother about academic standards, or would assume that their children would succeed anyway, are no longer around.

"We're straitjacketed by O and A level requirements – there's some scope for innovation within them, but we've got to deliver the goods".

In the 1960s many people believed that the progressive torch had passed to the maintained sector, to schools such as Countesthorpe in Leicestershire, set up to follow the Dartington tradition in a comprehensive school.

But Mr Chris Evans, of Countesthorpe, is not encouraging on the subject. "The spirit and framework is still there", he says. "There's still a lot of discussion, and new ideas surface quickly. But we can't validate the things we want to validate: we're stuck in the straitjacket of exam performance.

"We still offer some freedom from the normal box-like curriculum. But we're increasingly forced to do things that are anti-educational – in our view and that of the HMI and others – and not follow our knowledge of what and how students learn best," says Mr Evans.

Mr Evans believes that Countesthorpe should now raise its academic standards where necessary, and hopes that new ventures such as the Oxford Certificate and the Government's technical and vocational initiative (Countesthorpe is a pilot school) will allow new emphases and styles of evaluation.

But while the school has to compete with others in a limited catchment area, and is constantly fighting hostile publicity from local press and politicians, it will have to struggle. It is not the first choice of many parents, except for children unlikely to succeed in more conventional places.

Mr Patrick Nobes, a former head of Bedales and now head of Weymouth Grammar School, still believes that the main hope of change lies with the maintained sector. Many of the old concerns of the early progressives are now irrelevant, he says – participation is a sham unless you go the full Summerhill, and adult freedoms and responsibilities should not be imposed on children.

The crucial thing, he believes, is curriculum change, and we should go much further down the personal and social education road explored in some comprehensives, and almost totally ignored in the old independent progressives. The enormous growth of knowledge about human development and behaviour should be brought squarely into the curriculum.

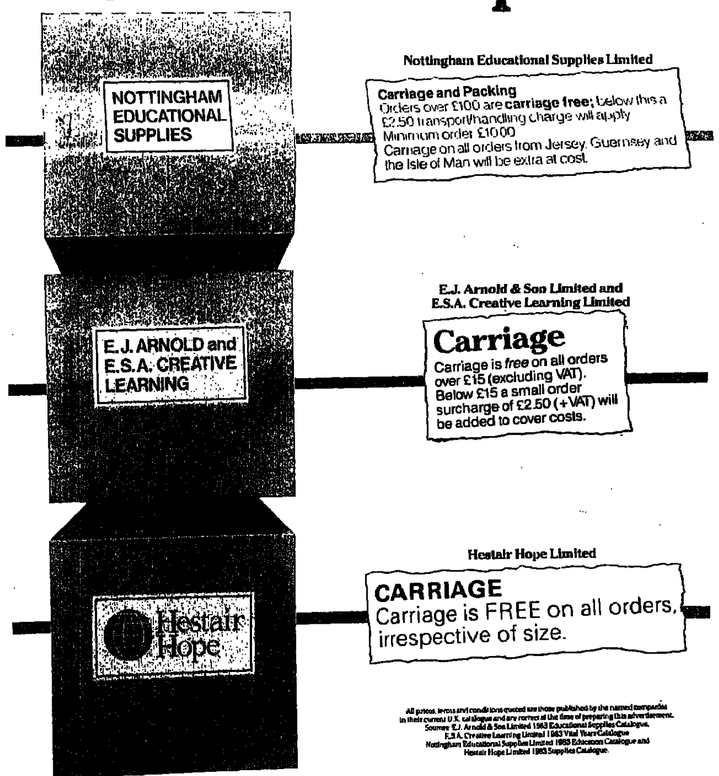
Many people who have demanded change in recent years – such as the Capability manifesto group – would both agree, and add other important components of a good curriculum. Meanwhile parents and teachers in both the state and independent sector have no freedom to follow their instincts.

"Most parents are put in a position of extreme dilemma by the awful constraints that society now makes on the schools," says Mr Nobes. "It is very difficult to see what is the counterpart in the 1980s of the progressive movement at the turn of the century."



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NEWS

Union seeks l.e.a. action on risky building materials

NUT asbestos challenge

by Richard Garner

A teachers' union is today calling on local education authorities to investigate the use of asbestos in school building.

The National Union of Teachers, in a leaflet sent out to its branch secretaries, welcomes the Government's decision to lower the control limits for asbestos dust in the air.

It adds: "The union believes every responsible l.e.a. should now be taking steps to identify the asbestos materials which have been used in the construction of educational premises".

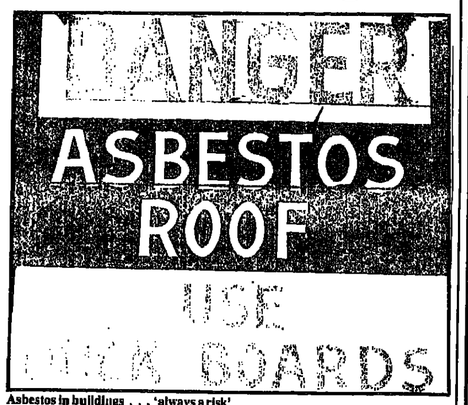
A programme of maintenance and – where necessary – the removal of asbestos materials should be undertaken after consultations with the unions concerned.

The leaflet says: "Although, in general, the level of risk to the health of teachers is low the presence of materials which contain asbestos is always a potential risk, particularly in areas of the building which may be susceptible to damage or a high level of wear and tear".

The circular points out the areas of a school where asbestos materials are most likely to be found: these are in the form of cement asbestos panelling in walls or ceilings, corrugated roof panels, lagging for pipes, fire precaution equipment, laboratory or domestic science equipment, ceiling or lino tiles.

It adds that asbestos products used in schools for teaching purposes should be replaced wherever possible, stating that such products are sometimes used in craft, science or home economics classes or in common rooms or offices.

"Dust may arise as a result of drilling, filing or sawing in craft rooms", it adds.



Asbestos in buildings . . . 'always a risk'

Mr Doug McAvoy, deputy general secretary of the NUT, said: "Every responsible l.e.a. should now be identifying asbestos materials in schools and colleges.

"There have been enough cases recently of asbestos being found in schools to give concern to all parents. But, as long as l.e.a.s are prepared to act quickly when asbestos is suspected, parents and teachers should be reassured."

● Several hundred inner London pupils missed the start of term last week while work to remove asbestos continued in several schools in Hackney, east London. But most should be back within the next few days.

Although urgent work to remove asbestos took place throughout the authority during the summer, it is believed that large numbers of educational premises still have some white asbestos. The ILEA is recruiting staff to carry out a complete survey of asbestos in all its buildings, and estimates that it will cost at least £50m to remove what is left. In the 1970s all blue asbestos, the most dangerous sort, was stripped.

Work to remove asbestos took place in other authorities during the summer. In Dudley, for example, blue asbestos lagging was removed from boiler rooms in 20 schools.

THE BRITISH PSYCHOLOGICAL SOCIETY

Psychology Project Award for Schools and Colleges

Entries are invited from Schools and Colleges for the Psychology Project Award that is offered each year by the British Psychological Society. Working in small groups or individually, sixth form students will be encouraged to carry out empirical projects of a behavioural nature having first received guidance from a local adviser in a nearby university or polytechnic. Students may complete their projects as part of a General Studies, Science or other programme of studies including 'A' level Psychology. The prize for the best entry will consist of a certificate, and book tokens to the value of £100 will be awarded to both the group of students taking part and to the school or college they attend. A free booklet giving full details of the award, advice on carrying out the projects and the names of local advisers will be sent on request.

To: The British Psychological Society
St Andrews House
48 Princess Road East
Leicester LE1 7DR

Please send me the booklet on the Psychology Project Award and the list of local advisers.

Name .....

Address .....

.....

Twenty years after the Robbins report, what has happened to higher education in Scotland? Earlier this year the TESS and Stirling University mounted a conference on this topic, and invited speakers from universities, colleges and schools, as well as representatives of the political parties.

The papers presented to the conference have now been published in a 128-page booklet, which is available for £1.50 (including postage) from the address below.

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The Times Educational Supplement Scotland
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Experiment lightens court load

by Diane Spencer

An experiment in the Midlands town of Wellingborough has halved the case load of the juvenile court.

A Juvenile Liaison Bureau comprising a teacher, social worker, probation officer, youth worker and police officer, has been operating since 1981 for a three-year trial period. It has already achieved remarkable results, a conference in Malvern was told last week by Dr David Thorpe of Lancaster University, who is evaluating the scheme.

He claimed that cautions had increased from 56 per cent in 1980 to 73 per cent in 1982, delinquents cautioned instead of being prosecuted were less likely to offend again and, in the first half of 1982, no custodial or residential sentence was given by the court.

The bureau aimed to focus the efforts of social workers and probation officers on those who needed the most help, and to divert trivial offenders away from court. The outcome of the scheme closely resembled what the 1969 Children and Young Persons Act could have achieved had it been fully implemented, he said.

Mr Graham Sloper, director of the bureau, said the members met twice a week to consider the cases referred to them. A basic assessment was made on each offender after teachers, parents, educational psychologists and welfare officers had been consulted.

Instead of prosecution, some delinquents were encouraged to compensate their victims by repaying for damage or goods stolen, or by community service. "It is something more tangible than saying 'sorry'."

Repayment has varied from 50p for a Swiss roll to £300. Only one offender has refused to pay up after agreeing to do so, Mr Sloper said.

TEACHER COSTS

	Average annual cost: primary	Average annual cost: secondary	Qualifications non-grad sec. teachers	Qualifications less than 3 yrs service	Class contact ratio (less t
London	£	£	%	%	
All			39	14.4	76
ILEA	10,189	10,604	39	14.6	76
Barking	9,831	10,251	48	18.3	81
Barnet	9,412	10,017	32	13.9	77
Bexley	9,617	9,660	44	12.8	81
Brent	9,892	9,371	41	16.4	78
Bromley	9,713	9,847	38	13.3	81
Croydon	9,757	9,716	44	12.4	78
Ealing	10,878	10,478	38	9.3	80
Enfield	9,117	9,388	38	16.5	76
Haringey	9,989	10,263	36	12.4	78
Harrow	9,361	10,227	34	14.0	78
Havering	9,296	10,366	39	16.0	80
Hillingdon	9,708	10,136	41	13.6	80
Hounslow	9,230	10,019	37	17.2	75
Kingston-upon-Thames	9,708	10,110	35	16.8	80
Merton	8,771	9,625	42	13.5	75
Newham	9,633	10,090	40	18.6	75
Redbridge	9,301	9,864	38	14.6	80
Richmond-upon-Thames	9,971	10,473	37	16.8	78
Sutton	9,989	9,934	32	11.8	80
Waltham Forest	9,870	10,194	47	14.6	78
Metropolitan districts					
All			48	8.0	78
Bolton	9,110	9,058	46	10.0	78
Bury	9,347	9,122	46	9.2	76
Manchester	9,365	9,872	41	6.7	76
Oldham	8,709	8,942	46	9.4	81
Rochdale	8,933	11,211	50	7.8	81
Salford	9,168	9,684	50	12.1	77
Stockport	9,048	9,139	38	10.0	80
Tameside	8,777	8,907	51	8.6	81
Trafford	9,438	9,286	46	6.3	80
Wigan	8,492	10,237	49	8.7	77
Knowsley	9,248	9,403	53	7.0	77
Liverpool	9,381	9,729	48	7.5	78
St. Helens	9,013	9,109	46	7.1	78
Sefton	9,468	8,598	44	7.8	79
Wirral	8,945	11,104	48	7.8	79
Barnsley	8,707	9,167	55	7.4	80
Doncaster	8,971	9,314	50	7.7	77
Rotherham	8,939	9,265	47	10.6	82
Sheffield	9,246	9,536	41	7.9	78
Gateshead	8,218	9,021	57	5.3	82
Newcastle-upon-Tyne	9,065	9,614	51	6.6	78
North Tyneside	8,669	9,140	51	9.5	80
South Tyneside	9,466	8,939	56	7.5	80
Sunderland	9,259	9,269	53	10.4	80
Birmingham	9,163	9,411	47	9.7	78
Coventry	8,990	9,082	39	9.2	77
Dudley	9,083	9,780	48	11.2	80
Sandwell	9,348	9,361	54	11.1	77
Solihull	9,291	9,071	43	10.2	79
Walsall	9,032	8,708	44	13.0	78
Wolverhampton	8,605	8,719	46	12.2	76
Bradford	8,927	9,082	53	8.6	80
Calderdale	8,990	9,187	46	7.8	82
Kirklees	9,034	9,481	49	8.9	80
Leeds	11,000	9,274	48	9.5	81
Wakefield	9,292	8,878	56	6.3	83
Non-metropoliten counties					
All			46	9.2	81
Avon	9,388	9,333	38	9.1	78
Bedfordshire	9,393	9,100	49	9.6	81
Berkshire	9,074	9,268	37	12.9	80
Buckinghamshire	8,932	9,317	38	10.5	82
Cambridgeshire	8,829	8,899	39	10.1	80
Cheshire	9,045	9,263	42	9.0	80
Cleveland	8,939	9,304	54	7.9	80
Cornwall	8,970	9,270	48	7.5	81
Cumbria	9,148	9,274	48	7.2	81
Derbyshire	9,269	9,398	43	8.6	81
Devon	9,064	9,149	47	8.3	80
Dorset	8,922	9,462	40	8.2	80
Durham	8,840	9,390	56	6.0	82
East Sussex	8,840	9,298	37	9.9	82
Essex	9,070	9,436	43	10.8	80
Gloucestershire	9,345	9,646	41	8.0	80
Hampshire	9,213	9,487	44	8.6	82
Hereford and Worcester	9,616	9,468	40	10.4	82
Hertfordshire	9,039	9,201	35	11.3	80
Humberside	9,450	9,223	48	8.3	83
Isle of Wight	9,675	9,291	47	11.2	82
Kent	9,459	9,412	48	10.1	82
Lancashire	9,088	9,409	47	7.5	81
Leicestershire	9,288	9,488	40	8.6	82
Lincolnshire	8,844	8,739	48	8.9	81
Norfolk	9,019	9,403	47	9.1	81
North Yorkshire	8,947	9,419	42	8.9	82
Northamptonshire	8,898	9,117	46	10.0	82
Northumberland	9,584	9,290	57	7.1	81
Nottinghamshire	8,870	9,175	44	9.9	83
Oxfordshire	8,849	9,410	42	10.6	80
Shropshire	8,989	9,444	48	9.5	81
Somerset	9,074	9,297	48	8.2	80
Staffordshire	9,280	9,390	48	8.1	83
Suffolk	9,284	9,603	56	9.5	81
Surrey	9,141	9,732	43	10.9	83
Warwickshire	8,901	9,435	44	6.8	82
West Sussex	8,823	9,106	38	11.2	81
Wiltshire	8,860	9,242	45	10.0	

Local education authorities that spend most on their teachers often expect them to teach fewer hours on average, according to an article in the latest issue of *Public Money*.

The conclusion was drawn from a study of spending figures from the Chartered Institute of Public Finance and Accountancy and previously unpublished statistics on teacher qualifications, experience and classroom teaching compiled by the Department of Education.

The class-contact ratio in the table describes the number of teachers in class at any one time as a percentage of the number of teachers employed in January 1981. It does not mean that ordinary classroom teachers spend about 80 per cent of their time teaching – it is an average that will be distorted by senior staff with greatly reduced timetables.

The DES figures on teachers' qualifications and experience show wide variations in the proportions of new graduates employed in secondary schools, ranging from 57 per cent for Northumberland and Gateshead to 35 per cent in Barnet and Sutton. Barking has the highest proportion of teachers with less than three years' experience (18.3 per cent): Gateshead the lowest (5.3 per cent).

Public Money, September 1983, from: Buckingham Place, London SW1E 6HS, £5.00.

PRIMARY

Heads' in-service training role greater than at secondary level

by Bert Lodge

Primary heads tend to assume the role of player-managers in any programme of in-service training centred on their school, a research project has found. Secondary heads, by contrast, are limited to a "strictly managerial role".

But, in either case, the commitment of the head is crucial if the programme is to succeed, the project report concludes.

The project covers the DES regional programme on school-centred in-service education begun in 1981. It involved 10 schools in the eastern counties ranging from a two-teacher rural primary to a large urban comprehensive.

Differences in the role of primary and secondary heads were soon apparent. The primary head usually attends every meeting and is regarded as "overall controller". In secondary schools there is often a member of staff or in some cases a committee with special responsibility for in-service training.

The report says: "The result of this is that the head of a secondary school appears, for the most part, to have an element of choice regarding participation *in* the programme while this choice is denied the head of a primary school".

Middle schools on the other hand continue to suffer from an identity crisis and they "do not demonstrate any single tendency". The research found one middle school with a teacher responsible for in-service education.

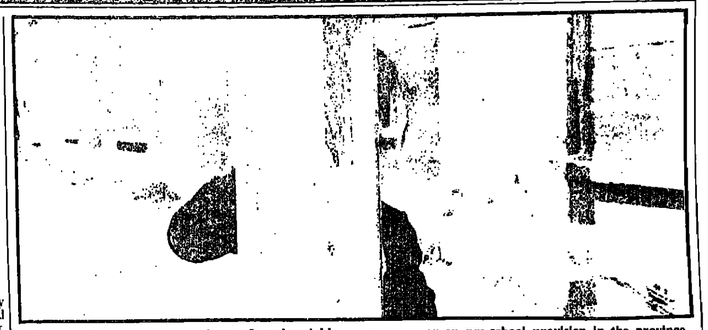
Primary staff mostly accept and approve of the head assuming overall control, the report found.

In most schools the head had a central role in determining the issues to be discussed and who were to present them, and in selection of methods.

At the same time one head reported that he felt this role changed over the years so that "the growth point of the meeting can now come from almost any member of staff". The head had always directed the meetings formerly.

However, a warning note was struck by one case study. It found that with heads providing much of the initial enthusiasm and inspiration there were fears that in-service training develops us a vehicle for promoting the sort of ideas and activities which would, in any case be sponsored by senior management.

Issues in school centred in-service education. By David Bridges and David Eynon. Cumbridge Institute of Education, Shaftesbury Rd, Cambridge. £3.



Ulster's under-fives need somewhere safe and sociable, argues a paper on pre-school provision in the province.

Under-fives low priority for Ulster

by Hilary Wilce

The Government is adopting an increasingly narrow view of the provision it should make for under-fives in Northern Ireland.

The only area of growth is in family day centres, which cater for problem families. Yet there is both an overwhelming need and a widespread demand for universal pre-school provision, a new research study shows.

In 1978 the Government declared its intention of bringing Northern Ireland's lagging provision for the under-fives into line with that of England and Wales, the study says. But spending cuts have prevented that. There are no state day nurseries, and the expansion of playgroups has not been able to make up for this deficiency.

A common excuse for the low level of provision is that the province has a far smaller proportion of working mothers than England and Wales. However the study – of services for the under-fives in Northern Ireland – points out that there is strong evidence of need for preschool provision.

A 1978 report on family poverty in the province showed that whether or not the mother worked was a major factor in determining whether the family fell below the poverty line. The report also showed that 40 per cent of the province's under-fives were being brought up in unfit or overcrowded accommodation.

Such findings demonstrate that "the divisive policy of provision for the very few who have been labelled socially deprived, as opposed to a universal service open to all, is meaningless for in Northern Ireland the majority of children are deprived in some ways", the report's author, Ms Eileen Evason, writes.

She also points out that of 272 families interviewed in the Shankhill area, the overwhelming majority wanted some kind of full-time day-care provision; the reasons given were so that mothers could have the option of working, so that children would have somewhere safe to play, and so that children would mix with others.

Ms Evason's own survey of need, in an area of Londonderry, showed that 98 per cent of families questioned expressed support for the idea of a day care centre in their area, and an interest in using it.

Yet provision for the under-fives has no priority or place in government thinking, Ms Evason says. "It is difficult to imagine a demand on such a scale among any other group being so totally ignored and this is perhaps an indication of the invisibility of, and lack of concern for, women and children in our society."

Who needs day care? by Eileen Evason, published by the Equal Opportunities Commission for Northern Ireland. £1.

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SEMAINE FRANCAISE is mainly for pupils in the 4th and 5th year of French studies and is an intensive linguistic course designed to assist pupils in the preparation of and revision for GCE 'O' level and CSE. Concentrated morning language sessions are counterbalanced by afternoon assignments, visits and excursions.
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NEWS

Merton Council warned that contract cleaners must improve after first-week chaos

Clean up or pupils stay away – heads

by Richard Garner

Heads have warned Merton Council that children will have to stay at home unless school cleaning work done by private contractors improves.

The warning follows a flood of complaints since the Conservative-controlled authority privatized sections of its education service at the beginning of this term.

Mr Malcolm Horne, executive member of the National Union of Teachers for outer London, said his union had been deluged by complaints since the authority tried to 'out-Thatcher' Thatcher over privatization.

"Unless something is done very quickly, children will have to be excluded from schools," he said.

Both the cleaning and the school meals service in Merton have been placed in the hands of private contractors, in a move aimed at saving money for teachers' salaries and capitation.

Mr Horne described the situation as "chaotic", with schools having cleaning time allocated to them cut by a quarter and the same size school meals being served to infant and secondary schoolchildren.

He said the new system had "less accountability and less flexibility". "School meals staff and cleaners and caretakers were an integral part of the school and had the interests of the school at heart when it was an authority-run service," he added.

Mr David Hart, general secretary of the National Association of Head Teachers, said he had received complaints from his members in Merton about the standard of cleanliness in schools.



The traditional school cleaner, replaced by private contractor in Merton.

"Firstly, when they came back to school, they found that the cleaning work normally done during the school holidays had not been undertaken in anything like an adequate form", he said.

"Secondly, because we're dealing with a private contractor, we don't know the identity or names of the people who are responsible for cleaning our schools."

He added that heads were appalled at the standard of the cleaning and had written letters to parents saying that if things didn't improve they may have to send children home.

This was the first indication there had been of "real problems" over the privatization of any parts of the education service. However, he had not received any complaints about the school meals service.

Mr Richard Davies, director of education for Merton, said: "There have been quite a lot of difficulties with the cleaning service. However, we would have expected some initial difficulties whenever we are completely changing a system.

"The firm have now given us an undertaking that things will improve before the end of the week.

The authority would be assessing the situation next week, before signing a contract with the firm, Academy Cleaning.

The newly-privatized school meals service was "working very much better," he said. "Obviously, on the first day there was some difficulty but the authority is very pleased with it – and so are the children."

The meals, costing 57p, provided in containers similar to those provided in airlines for passengers are being produced by Sutcliffe Catering Company (South) Ltd.

In a move supported by the National Union of Teachers, the TUC last week agreed to a coordinated campaign against plans to hive off public sector services to private contractors.

A spokesman for Academy said that jobs offered to 200 people previously employed by the council's direct labour force had initially been accepted but were then turned down a week before work was due to start.

He acknowledged that the firm was offering a lower rate for the job and expecting higher productivity from employees.

He said heads had been told the contract would be fully staffed by next Monday. "We said it would take 10 days to achieve that because we need to recruit a number of supervisory staff, and these staff are more difficult to get."

Job scheme contract attacked at TUC

A job creation project run by a prominent member of the Professional Association of Teachers came under fire at the TUC last week over the contract offered to an employee.

Mr Ian Mitchell-Lambert, a Kent headmaster who was until recently press officer of the PAT, is a director of Job Generation Ltd, which is to receive £1.3m under the Manpower Services Commission's Community Programme to provide work for 300 people.

Mr Ron Knowles, provincial newspapers organizer of the National Union of Journalists, told the TUC that Job Generation had sacked an NUJ member, Mr John Yates, who had been working for a community newspaper named after Mr Mitchell-Lambert's school, Howbury Grange.

Mr Yates claimed that one of the reasons he had been sacked was that he had failed to show the company's directors a copy of an article about Howbury Grange which "did not reflect the school in a positive manner".

And when Mr Knowles studied the contract Mr Yates had been given he found that he:

- could be fined "in any disciplinary situation";
- could be required to work a minimum of 40 hours a week and any extra hours the company reasonably considered necessary *without any additional remuneration*; and
- would have to make a financial contribution towards his training.

"The contract left much to be desired," said Mr Knowles.

Mr Mitchell-Lambert, publisher of the newspaper, later said it was the MSC which had asked for the clause requiring that journalists should submit copy to the directors of the paper before it appeared in print.

He added: "The contracts were drawn up by solicitors – not by us – and the matters of concern to the employee were all necessitated by legal advisers.

"I think from the point of view of voluntary workers coming in and trying to set up these sort of activities there is an extraordinary lack of help available. In a big company there would be industrial relations advisers, but we have been trained to teach."

Mr Mitchell-Lambert said he was surprised the issue was being raised as he felt it had been settled with the NUJ. Talks between the company and the NUJ had resulted in the contract being revised – and an apology had been sent via the NUJ to Mr Yates for his dismissal in addition to a cheque with three weeks' notice money.

Job Generation is also undertaking a research project into educational material – which will include a study of unemployment and local needs – under a scheme in conjunction with the Bexley Commission for Racial Equality for helping ethnic minority group adults with problems.



Ian Mitchell-Lambert Picture: PAT

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NEWS

Nick Wood concludes his reports on the Incorporated Association of Preparatory Schools conference in Cambridge

Problem families may be offered Assisted Places

The Government is considering widening the scope of its controversial Assisted Places Scheme to include children from problem families and those with handicaps such as dyslexia who would benefit from a boarding education, the conference heard. It is also looking at proposals to offer more places to talented children.

Assisted places currently provide 14,000 means-tested places for bright youngsters from poor families at 230 independent schools at a cost to the taxpayer of £10 million a year. But public school heads recently attacked the scheme for making academic merit the sole criterion for acceptance.

Mr Peter Brooke, Parliamentary Under-Secretary at the Department of Education and Science, said that overhaul of the scheme was now "very much on the Department's agenda."

The exam results of those who have already been given places proved that the scheme was "successful and effective."

"Suggestions of this sort (expanding the scheme and including boarding need) are on the departmental agenda as part of an ongoing review of the scheme, subject to financial restraints," said Mr Brooke.

"Without prejudicing the outcome of the review, it would be out of the national character for the scheme to be in its final form at the point of its launch two years ago."

Earlier, Mr Alan Mould, the association chairman, made a powerful plea for widening the scheme to take in boarding need. Its restriction to the academically able was the "great educational missed opportunity of the decade."

Children who could not cope with the "rough and tumble" of an urban comprehensive school should be eligible for places, he said.

Mr Brooke referred to Mr Mould's comments: "I can give an assurance they have not gone unheeded. You have done a signal and characteristic service in widening the debate."

The greatest obstacle to expanding or widening the scheme is cost. At the present level of entry – 4,500 pupils a year – it is projected to require funds of £40 million a year for a total of 30,000 places by 1986.

Two-thirds of the children now being helped come from families with incomes of less than £150 a week.

Painting a brighter picture on vandals

Schools can help to stop young people becoming vandals by paying more attention to the teaching of art, delegates were told.

Mr Reg Gadney, former pro-rector of the Royal College of Art, and a leading television scriptwriter, pleaded for art to be given a central place on the school timetable. With this young people could develop their aesthetic tastes.

Mr Gadney added: "As he begins to gain confidence in his vision of the world around him, he (the child), may also begin to gain that sense of confidence which encourages him to think of changing and improving it ...

"It is also true that the child may thus discover, for himself and along with his peers, that efforts he may one day make to improve his environment will be related to those he makes to stop others vandalising it or destroying it altogether."

Mr Gadney spoke of the need to preserve confidence in the central place which art should occupy in education. He said that art provides the means for a child to understand the world he sees, allowing him to develop a natural eye so that he can gradually decide for himself what is either beautiful or ugly.



Art: enables children to trust their judgment.

Objects or paintings, or reproductions of them, around a child can help him greatly to develop a taste for such things.

The first reaction would be an emotional one, suggested Mr Gadney. Then, gradually the child would form opinions about them. In short, he would learn discernment in spotting certain qualities.

Mr Gadney conceded that teachers faced an uphill struggle. Many youngsters grew up in areas of appalling ugliness – victims of the "uninspired deliberations of planning committees, developers, and architects straining to achieve compromises on the cheap.

Such children needed art to develop their instinctive feelings for what was good in art and design.

He believed that the teaching of art at any level and an introduction to its practice and history allowed vision, understanding and, often, a love of what was seen.



The help that spinsters miss

Life for the bachelor head of a boarding school tends to be a good deal easier than for an unmarried woman in the same post, the conference was told.

A single man usually has plenty of women on tap to help with chores such as laundry, cooking and cleaning. But spinsters search in vain for someone to put up shelves or mend the car.

Miss Gill Morris, headmistress of Fernhill Manor School in Hampshire, was reporting the views of a group who had met to compare notes on the difficulties unmarried heads encountered.

Miss Morris said: "Unfortunately, headmistresses seem to be exploited by their governors – accommodation offered is not as good; allowances and perks are very limited and whereas a headmaster always has plenty of women around in a prep school to do the female chores, there are generally very few men in a girls' school to do the masculine chores.

"There are definitely advantages being a bachelor but disadvantages in being a spinster."

But, unless a bachelor head had a team of a housekeeper, superb combination of a secretary and a friend on the governing body, a wife would be an asset, Miss Morris added.

"The wife could be relied on to perform other, vital duties such as hosting a dinner party or partnering her husband for the first dance at the school ball."

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Transfer to BBC2 may lead to more settled timetables

Auntie takes schools on a cross-channel journey

by Gillian Macdonald

Teachers must now be equipped and prepared to record schools broadcasts out of working hours, but they will be less vulnerable to last-minute planning changes by BBC controllers.

This follows the switching of schools television to BBC2 and the fact that several radio broadcasts will go out late at night on Radio 4 VHF.

From Monday BBC2 becomes the main education channel, providing six hours a day of non-stop education (Monday to Friday, 9am–3pm), with continuing education in the lunch break.

The move to BBC2 will come as a relief to many teachers. Last-minute shifts of channel to accommodate major events on BBC1 should no longer interfere with plans to record programmes on video.

The shift to night-time radio – 40 minutes of block transmissions for secondary schools (Monday to Friday, 12.30am–1.10am) – is more difficult.

Schools will need time switches costing at least £40, and teachers in schools without media resources officers will have to be proficient in setting up equipment to record accurately and hope that no problems arise – such as power cuts, interference, or transmission difficulties.

The BBC is offering a back-up service to counteract such problems. In the event of a breakdown in transmission, a week at the end of term is allowed to repeat broadcasts, but this will be too late for some timetables. Cassettes can also be purchased – but at a cost of £4 each.

These changes are long expected and have already been tried out in some areas. Their effect on teachers and classes can only emerge clearly with time and practice. Their advantages to programme planners are considerable.

"Daytime on Two" is part of a longstanding plan by the BBC. Since 1981 general programmes of films and repeats have increased in the afternoons. Now, with education moving over, the daytime schedules are filled.

BBC1 is clear to cater for its general audiences and can fight to hold on to its viewing figures after *Breakfast Time*. General audiences for Radio 4 will no longer have to retune radios to clear the air for schools programmes.

If the IBA companies are to compete with the morning viewing figures on BBC1, they will have to move their schools broadcasting to Channel 4 with only a 95 per cent area of reception and no immediate possibilities of regionalizing. Night-time transmission between 2am and 6am is a longer-term possibility.

No decision is expected before mid-November but there could be a major reshuffle for schools on ITV if BBC comes up with a popular audience-catcher for the growing number of morning viewers.



All the news that's fit to screen . . .

These West Midlands pupils claim to have scored a world first with an electronic school magazine.

The children, all third year pupils at the Light Hall secondary school, Shirley, Solihull, produced the magazine as part of a project to improve their English and communication skills.

At present the magazine can be seen by subscribers to Club 403 – a home shopping and information service using the Prestel network, specially tailored for Birmingham and the West Midlands. Subscribers include more than 40 secondary schools and colleges in the Birmingham area.

The first 12-page edition carries pupils' quizzes, stories, jokes and poems. Chris Noble, the school's head of science, said: "The first edition of the electronic magazine required pupils to communicate clearly but excitingly within the framework of the TV 'page' and also provided first-hand experience of computer keyboarding".

Pictured with the magazine team are Chris Noble, and (right) John Davis, head of English.

Reinstated Welsh teacher back at school

A teacher of Welsh involved in a two year battle over his fitness to teach returned last week to a post at his former school.

The reinstatement of Mr Wayne Williams at Llanidloes High School, in Powys followed an independent inquiry, set up by the l.e.a. and headed by Mr Fred Adams a former director of education for South Glamorgan.

Mr Williams, a former chairman of the Welsh Language Society, was jailed for six months in 1981 for conspiring to damage television installations during the society's campaign for a Welsh channel.

On release he was given a 12-month contract at the school, but parents opposed to him obtained a temporary High Court injunction barring him from the premises. The High Court later refused an application to make the injunction permanent and a Department of Education inquiry found Mr Williams to be fit to teach.

When the contract expired at the end of last year it was not renewed. A public outcry followed and the vacant post was blacked by the teacher unions.

BBC SCHOOL TELEVISION SWITCHES TO BBC 2

From Monday, 19th September all BBC School Television transfers to BBC 2, to become part of **"DAYTIME ON 2"** Monday to Friday 9a.m.–3p.m.
New this Autumn

■ ZIG ZAG A new miscellany series for 8-9 year-olds replacing *Merry-go-Round*. Term begins with exciting new unit on Normans. Monday 11.00 Rpt Wednesday 2.40.

■ MUSIC TIME Twenty new programmes in this popular series for 7-9 year-olds. Musical activities, a chance to compose, music to listen to and enjoy. Monday 10.15 Rpt Thursday 2.15.

■ MATHS COUNTS Survival mathematics for 14-16. Ten programmes in form of situation comedy. Fortnightly, Tuesday 9.48 Rpt alternate weeks 10.15.

■ ENGLISH FILE Upper secondary English output incorporated into one series. Term begins with two-part production of Shaw's *Androcles and the Lion*. Friday 2.30.

Full daily details in Radio Times
FOR FURTHER INFORMATION on all BBC school television and radio series please see the ANNUAL PROGRAMME documents in your school.

BBC tv for Schools and Colleges

Disappointed HE candidates going back to school

by Biddy Passmore

Candidates who fail to get into university are now more likely to go back to school and try again and much less likely to go straight into a job, judging by the latest figures from the Universities Central Council on Admissions (UCCA).

Between 1979 and 1982, the proportion of rejected applicants returning to school for further study rose from 11.2 to 14.2 per cent. But the proportion entering employment shrank from more than a quarter (26.9 per cent) to only 15.6 per cent, and the unemployment rate rose from 4.2 to 7.4 per cent.

As the recession deepened, disappointed university candidates also became more willing to go to polytechnic instead: that figure increased from 23.4 per cent in 1979 to 26.4 per cent in 1982.

As predicted, the peak in the 18-year-old age group, coinciding with cuts in the number of places, meant that university was harder to get into last year. There were 5 per cent more home candidates (up from 149,300 to 156,700) but acceptances were down by 3 per cent, from 74,500 and 72,600.

Tougher competition is also reflected in the fact that the number of disappointed candidates getting at least two A levels was 17 per cent higher than in 1981.

Places did not, however, appear to be harder to get for candidates from overseas. While the number of candidates was down by 17 per cent on the previous year, to 14,800, acceptances fell by only 12 per cent, to 5,100.

Successful candidates got higher GCE grades on average than the year before, the only exceptions being in psychology and French language and studies, where the grades were very slightly down. Of major subjects, candidates accepted for medicine achieved the highest average score of 13.1 (2 As and 1 B or 1 A and 2 Bs) and those accepted for sociology the lowest score of 8.2 (2 Cs and 1 D or 3 Cs).

For women, getting into university appears to have become even more difficult than for men, possibly because the cuts dealt out by the University Grants Committee were concentrated in arts subjects, where women tend to predominate. Last year, 47.2 per cent of the male candidates were successful compared with 45.3 per cent of the female.

Hopes of getting more working-class and mature students into university continue to be frustrated, the figures show.

Although the proportion of candidates from manual and unskilled homes increased marginally last year, from 19.4 to 20.9 per cent of the total, it was still smaller than the number from professional households, at 21.7 per cent.

Statistical Supplement to the Twentieth Report 1981–2, available from UCCA, PO Box 28, Cheltenham, Glos GL50 1HY, £2.50.



On guard: A 16-year-old Wiltshire schoolboy spent his summer holidays in an unusual job. James Roussell became the beadle in the ancient borough of Wilton, near Salisbury, which meant walking behind the Mayor on civic occasions. And it turned out to be a family affair with James's father, the borough's mace bearer, out in front. James said: "I have always had a keen interest in local history. The uniform used to belong to the old constable and it had to be adjusted to fit me."

Humberside ban follows job freeze

Teachers in Humberside have started a ban on covering for absent colleagues because of a decision by the Labour-controlled education authority to "freeze" vacant posts.

Members of the National Union of Teachers started the action last Friday because, they say, the decision means that the equivalent of 50 vacant teaching posts and seven headships will now remain unfilled.

The county council's policy and resources committee took the decision during the summer holidays after being told that it was losing £30 million of its rate support grant because the Government felt it was overspending on services.

A local NUT spokesman said that while central government was at the root of all the trouble, local councillors had compounded the problem.

Meanwhile in Bexley, Kent, the NUT has called a public meeting next week over the state of education in the borough to coincide with their publication of a report which claims that the l.e.a. is offering parents "cut-price education."

Ammunition for teachers

A former ammunition dump in south east London is to be converted into an ecology teaching area with the aid of a £7,000 award.

The Woolwich project, which is being undertaken by the Greater London Council, is one of the winners of this year's initiative awards funded by the Association of Metropolitan Authorities and the Sainsbury Trusts. The grants are designed to benefit young people and encourage the reclamation of derelict land.

Sandwell will receive £45,000 towards turning a derelict agricultural holding into a model dairy farm to teach pupils about farming and food production.

The Bee Orchard project in St Helen's will receive £7,600 to establish an orchard and install hives to teach young people fruit growing and honey production.

In Coventry a railway yard will be converted into cyclo-cross, go-kart, motor-cycle and roller-skating tracks. Grants of £35,000 will go towards training unemployed young people to repair and even make the equipment.

Wakefield is also planning to lay out 10 cyclo-cross tracks with the aid of a £40,000 grant from the Sainsbury Trusts.



Geoffrey Drain

Unions join fight to save ILEA

by Richard Garner

The Government's plans to restructure the Inner London Education Authority are to be opposed by the TUC.

Delegates to last week's congress in Blackpool voiced overwhelming support for the campaign to save the ILEA as well as the Greater London Council and other metropolitan authorities which have been threatened with abolition.

Mr Geoffrey Drain, retiring secretary of the National and Local Government Officers' Association, said the ILEA – and the other authorities – had a "fine record in serving the communities which elected them".

Mr David Triesman, from the National Association of Teachers in Further and Higher Education, said the fight to retain the authorities was "about kids being protected from oversized classrooms" and "about kids desperate for training, and colleges being closed".

Delegates went on to pledge full support to any unions refusing to cooperate with the Government's civil defence regulations which, they claimed, were "a massive confidence trick to encourage the public to believe that people can survive a nuclear attack."

Mr Frank West, from the National Union of Public Employees, reminded delegates that – under the Government's plans – education employees would be responsible for emergency feeding arrangements in the event of a nuclear attack.

Delegates also passed a motion calling for more money to be allocated by the Government to university research projects. In seconding it, Ms Diana Warwick, general secretary of the Association of University Teachers, said far too much money was spent on research into armaments and weapons.

Geography staff urged to broaden horizons

by Philip Venning

Geography teaching must develop political awareness among secondary pupils, says a report by Mr John Evans, Derbyshire's director of education.

In a review of geography teaching in 80 secondary schools in the county, Mr Evans concludes that some geography departments take too narrow a view. All geography should involve an examination of the spatial implications of local, national, and world issues. "These issues can only be understood fully by exploring the decision-making processes which have a bearing on them," the report says.

Though the standard of teaching in Derbyshire schools was good, there was room for improvement. About 10 per cent of all geography teaching was undertaken by unqualified staff, who tended to see the subject as the acquisition of knowledge rather than an understanding of concepts and the development of skills.

A serious omission was the fact that nearly a third of all pupils had no experience of field work in their first three years of school. The creation of a network of field studies centres would be helpful.

Though 27 per cent of schools had a specially designed geography or humanities suite of rooms, many geography courses were taught in inadequate accommodation, with poor equipment. "Globes and tracing tables should be available in all rooms where geography is taught," the report says.

Some schools relied much too heavily on their own worksheets which, in many cases, were unimaginative, lacked defined objectives and were no more than comprehension exercises.

The stock of textbooks was poor in many schools. Many of the books were at least 10 years old, were factually inaccurate and presented outdated and often misleadingly offensive images of people and places.

Few schools made use of excellent schools radio programmes, and the number of staff taking advantage of in-service training courses was small.

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SCHOOL TO WORK

YTS shortfall may force county to sack college staff

A local authority is considering making college staff redundant within the next few weeks because of a financial crisis brought about by the Youth Training Scheme. The authority blames the Manpower Services Commission for misleading it into providing far more college places than are now required for the scheme.

Devon County Council's education department says that the MSC encouraged it to provide 600 places for the YTS on college-based courses at Exeter college and then approved only about 80, of which only half have so far been filled. They say this and other surplus provision for the YTS account for most of a £300,000 deficit in the college's budget this year, which the council is refusing to cover because it would rank for government penalty on overspending.

The college has been the subject of a highly critical report by the district auditor, who alleged that it was 55 per cent overstaffed. The figures were challenged by the education department, who consider that the overstaffing is only about a third.

Education department officials say that the overstaffing, partly the result of a fall-off in traditional course enrolments, would have been remedied by wastage had it not been for the MSC. Because the MSC told them that they would need to take on large numbers of YTS trainees, the college took on additional temporary staff as well as making plans to redeploy existing lecturers.

Last year Exeter college provided 300 places for a pilot scheme for the YTS at its Belmont annexe, and was complimented by the Employment Secretary when he visited the annexe in the autumn.

When the MSC decided earlier this year that six-month courses such as those at Exeter would have to be cut back to 13 weeks for the YTS, its officials told the education department that they could simply double the number of places to 600. But the department says they could not get this put into writing.

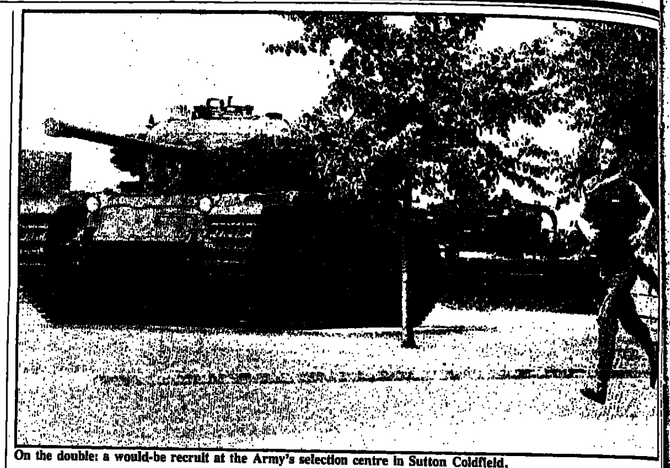
On Tuesday the education resources sub-committee decided that the college should be told that it must find £110,000 of the deficit for the current financial year. The sub-committee is recommending that the MSC be asked through the Association of County Councils to meet part of the remainder.

An education department official said that unless the college could find some other way of making substantial savings, which was difficult to envisage, it looked as if immediate compulsory redundancies would be necessary.

This could mean between 10 and 20 staff would have to go; and although there are seven or eight on temporary contracts, they are probably essential for the YTS courses.

If the authority does decide it has to sack permanent staff without a year's notice, it is likely to become involved in a big battle with the unions, who will accuse it of breaking the national agreement. The authority, whose education committee will discuss the sub-committee's recommendations next week, is facing a further problem at Plymouth, where its college has so far been able to fill only 200 of the 1,000 YTS places approved by the MSC.

Edited by Mark Jackson



On the double: a would-be recruit at the Army's selection centre in Sutton Coldfield.

Testing time for 160 at Army camp

The first big batch of school-leavers to volunteer for the Army under the special training scheme for the young unemployed underwent selection tests this week. More than 160 16 and 17-year-olds spent two days carrying out physical and mental tests at the recruitment selection centre at Sutton Coldfield.

The test batch was limited to 160 because this is the number of vacancies currently available for the one-year training. Last month, when testing for the scheme began, there were 300 vacancies, but the recruiting offices were able to produce only around 80 applicants for testing, and many of the vacancies not filled then are no longer available because they were in regular training programmes which have had to go ahead.

Despite some newspaper reports that the scheme, under which youngsters eligible for the Youth Training Scheme proper can opt instead to spend a year with the Forces on £15 a week, looked like being a flop, the Ministry of Defence says it is happy at the response.

By the end of last week the Army, which will have places for 1,250 trainees during the next six months – the other two services will be able to take another 460 – had received 2,800 inquiries, of which close to 1,000 had become firm applications.

A significant number of the applications, however, are likely to fall to go beyond the recruiting offices, which, under a new arrangement, are taking over more of the preliminary selection procedures for all recruits, including briefing them on the kinds of job available in the services.

Sutton Coldfield matches the number of applicants it invites for testing to the number of training vacancies, although it expects a wastage rate of 10–15 per cent through applicants failing to meet the standards – which are the same as for regular recruits – or changing their minds about joining up when they get their first taste of life in military establishment.

Slow response by youngsters

Nearly half the identified places for the Youth Training Scheme, 220,000, are now ready for use, the Youth Training Board was told this week. But MSC officials reported that the rate of entry had been slower than planned and only 49,000 young people had started training by the end of July.

Board members tried unsuccessfully to get the MSC's chairman to agree to join other organizations in pressing the Employment Secretary to allow disabled youngsters to be in the scheme up to the age of 24, as in the now superseded Youth Opportunities Programme. He also stood out against some pressure from members who wanted him to try to persuade the Government not to dock supplementary benefit from youngsters who turn down a place in the scheme.

MSC takes steps to cut training risks

The Manpower Services Commission is investigating the possibility of giving some kind of medical examination to all young people going into the Youth Training Scheme. However, it has doubts about the practicability of such large-scale screening.

Some members of the Youth Training Board are worried about youngsters with conditions such as epilepsy or colour blindness getting into programmes where they might be at risk. Commission officials have asked for advice from the Employment Medical Advisory Service, and want in particular to know how far the school medical service can be relied on to spot latent disabilities before pupils leave.

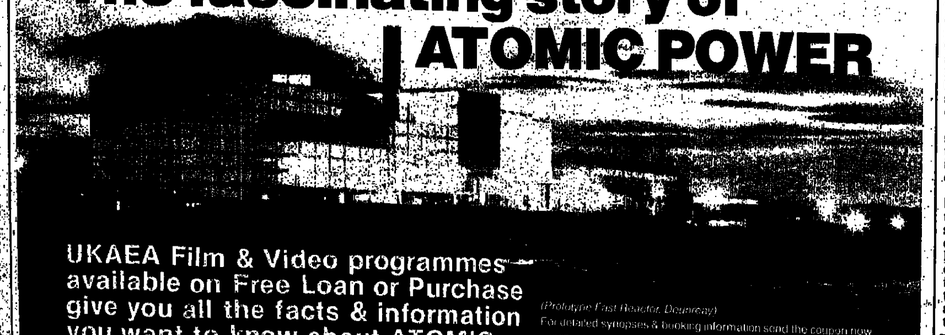
Meanwhile, the MSC is appointing specialist regional safety coordinators to back the staff who will be supervising safety checks from the 55 area offices.

MSC staff visiting schemes have been issued with detailed guidelines so that they can appraise the health and safety arrangements and refer any doubtful cases to the coordinators. But normally companies and other organizations who have a good record for safety as YOP sponsors or in other training will be spared an in-depth appraisal if they give an undertaking to meet the requirements.

Telling teachers

Careers teachers in schools throughout Britain will in future be sent *Youth Training News*, the monthly newssheet published by the Manpower Services Commission. It will be the first serious attempt by the Commission to inform teachers about the Youth Training Scheme. Teachers were not among the target groups in the £3m advertising campaign which the Commission ran earlier this year to promote the YTS.

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OVERSEAS

Britons compensated for contract breach

DENMARK

The 20-month-old breach of contract case brought by four British teachers against one of Denmark's biggest privately-run English language schools has been settled out of court.

The settlement was reached between legal advisers of the Copenhagen-based Cambridge Institute (Denmark) and DAUF (The Association of Danish Evening and Youth School Teachers) before the case resumed at Copenhagen City Court last month.

Allegations against the institute, which has 4,000 pupils and more than 70 teachers, many of them British, centred on the legality of contracts which would-be teachers are required to sign before coming to Denmark to assume posts (*TES*, July 8).

DAUF handled the case for the four British teachers, who claimed they had signed contracts with the institute and travelled at their own expense only to find no job, salary or any compensation, when classes failed to draw sufficient numbers to qualify for registration or subsidies from Danish local authorities.

DAUF and the four Britons maintained that the institute had contractual obligations to provide them with work, pay and/or compensation.

The out of court settlement grants the four teachers a lump sum of 20,000 Danish kroner (£1,400) to be divided among them in compensation from the institute, and stipulates that DAUF and the Cambridge Institute (Denmark) must try to clarify the contract problem and agree on a mutually acceptable, legally binding formula for contracts by the new year. Costs – estimated at 10,000 DKR – are to be borne equally by the institute and DAUF.

Mr Torben Fersloev Andersen, secretary of DAUF, said that the amount of compensation was "disappointing" as DAUF had hoped for compensation of 60,000 DKR. But it was important that both parties had agreed to solve the complex contractual anomalies involved in hiring foreign teachers in Denmark.

Christopher Follett

Threat to restore school fees

NETHERLANDS

Parents of the million secondary school age children in Holland may be obliged to pay fees in the near future.

Faced with having to axe 350m guilders (just under £79m) from next year's budget, Mr Wim Deetman, the Education Minister, is considering recoupling 140m guilders of this by reintroducing means-tested fees for 12 to 16-year-olds. The fees would range from 129 to 700 guilders a year per child, although parents earning less than 25,000 guilders a year would be exempt.

Fees for compulsory schooling were scrapped in 1955 and charges for voluntary nursery school classes for four to six-year-olds were abolished eight years ago.

The proposed reintroduction of fees has been severely criticized by the Liberal and Socialist parties and the teachers' unions which argue that it is unreasonable to expect parents to pay for something that is obligatory.

Lynne George

Learning to beat illiteracy

SOUTH AFRICA

John Kane-Berman on efforts to teach six million adults to read

More than six million of South Africa's adults are illiterate, according to a report by the government-sponsored Human Sciences Research Council (HSRC). The council said that the Third World had a literacy rate of about 30 per cent in 1980, compared to which South Africa's rate of literacy – between 50 and 60 per cent for black adults and higher for other population groups – was high.

However, South Africa's level was low for an industrialized country, inhibiting the development needed to support a rapidly growing population when production processes were depending increasingly on complex technology.

According to the HSRC, South Africa's overall literacy rate of 76 per cent is low compared with most industrialized countries, where an average of only two or three per cent are illiterate.

Moreover, said the HSRC, half the economically active blacks in the "white" areas were illiterate.

One of the reasons for South Africa's high rate of illiteracy is the high drop-out rate from black schools. A research report issued by the University of the Orange Free State noted that more than half the 622,000 black pupils who left school in 1981 did so before they had learnt to read and write properly. Some 175,000 of them were totally illiterate, while another 160,000 were semi-literate, most having failed to complete the fourth year of schooling.

According to Professor J P De Lange, who chaired an HSRC investigation into education, children who leave school by the end of their fourth year become functionally illiterate within two years.



The high drop-out rate from black schools is largely responsible for the illiteracy problem.

Among efforts being made by the Government to improve the literacy rate among blacks is an increase in adult education classes.

Mrs Basia Ledochowski, who runs a private literacy scheme for black adults, notes that inability to read and write has very wide implications for black people in South Africa. Her scheme aims to teach not simply reading and writing, but also how to cope with everyday life.

However, she finds that students initially tend to resist being taught to use English in a practical way, thinking that "proper English is books about grammar".

Mrs Ledochowski claims to have evolved courses that answer people's most pressing needs. For example, one course teaches migrant workers in the cities how to use the post office to send money back to their families in the rural homelands rather than simply putting the cash into envelopes.

"What we offer is education for living, people are oppressed, humiliated and have no self-regard because they can't read. People have no confidence. They don't expect ever to be anything other than gardeners or whatever."

The scheme – Using Spoken and Written English (USWE) – suffers from drop outs when students resist its insistence on functional literacy. But those who stay, USWE claims, suddenly understand and are "changed people".

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OVERSEAS

A last chance to fend off failure

In a report which is certain to have far-reaching effects on educational thinking in the United States, the prestigious Carnegie Foundation calls for wide-ranging reforms to a system which it admits at present sees one pupil in three attend a very poor school. Peter David reports.

American high schools are in need of comprehensive reform, according to a major report published today by the Carnegie Foundation for the Advancement of Teaching, the most venerable educational foundation in the United States.

However, the report says they are not being "swamped by mediocrity", as was recently alleged by the Government's Commission on Education Excellence. The report, based on more than two years' study and 2,000 hours of observation and interviews, dismisses claims that standards in public education are universally dismal.

But it says that one in three pupils attend very poor schools compared with up to 15 per cent of pupils attending very good schools. The rest are at schools which, like their local communities, are "surviving but not thriving".

Publication of the report marks the climax of a tumultuous six months during which education has become a major political issue in the United States. Its careful tone is designed to correct the impression conveyed by a series of Federal and state reports that education is in the throes of an acute crisis.

The report's author, Mr Ernest Boyer, Carnegie president and former Unites States Education Commissioner, points out that little improvement in educational standards can come about without the help of the teachers already in the schools. And he says that, despite the sudden clamour of public attention, there have for some time been signs of improvement. For example the fall in pupil test scores has levelled off and college admissions standards have been tightened.

Nevertheless, the report contains proposals for radical reforms, including the development of a demanding core curriculum for all high schools, compulsory public service for pupils, restructuring of the teaching profession and increased powers for head teachers.

Complaining that most schools demand too little from their students, the report outlines an ambitious core curriculum based on the mastery of English. It recommends that the English proficiency of all children be formally assessed before they enter high school so that those who fail can enrol in intensive remedial courses as soon as they start their first term.



Help for gifted pupils recommended

Overall, the Carnegie Foundation would like to see the proportion of compulsory courses, the core curriculum, increased from a half to two-thirds of the total units required for high school graduation.

Traditional courses in literature, history, maths and science would be augmented by new requirements in foreign language, the arts, civics, non-Western studies, technology, the meaning of work and the importance of health.

Teaching would be radically overhauled, with an emphasis on improving teachers' working conditions by reducing petty administrative burdens and providing more time for class preparation. Teachers would have a minimum of an hour a day for preparation and be exempted from the routine monitoring of dining rooms and playgrounds.

Teacher salaries, says the foundation, should be increased by at least 25 per cent beyond the rate of inflation over the next three years while efforts to recruit talented entrants are redoubled.

To entice new entrants, every high school would be encouraged to establish a cadet teacher programme under which gifted pupils would be given opportunities to tutor classmates and encouraged to become professional teachers.

Universities would be asked to give full tuition scholarships to gifted students planning to teach and the Federal government is urged to establish a National Teacher Service providing scholarships to would-be teachers who graduate in the top third of their high school.

The report is highly critical of existing teacher training and claims that the careful selecton of teacher candidates is "almost nonexistent". The foundation proposes a stringent new career structure for intending students designed to ensure that only academically able students can enter teacher training programmes in higher education.

Thus every intending secondary teacher would be expected to complete a five year course including a sharply-focused major in one academic discipline, not in education. In the fifth year, teacher trainees would combine a course in teaching techniques with classroom practice.

For existing teachers opportunities for extra training would be provided through the addition to the school year of a two-week professional development term; the establishment of travel funds to help teachers attend professional conferences and a system of five-yearly summer study terms.

Most of these proposals can expect to be warmly embraced by the teachers unions. The unions may be less keen, however, on the foundation's suggestion that teacher training should be clearly separated from the acquisition of qualified teacher status.

Under the Carnegie scheme, an intending teacher who had already completed training would have to pass an examination administered by newly-created teaching boards in every state. Those who passed could become "associate teachers" destined to spend the next two years with a full teaching load but under the continuous scrutiny of senior teachers responsible for phasing out the inadequate.

After two years, a formal assessment would be necessary before associate teachers could become regular teachers and be granted tenure. Later, teachers could progress to senior teacher status and receive more pay and responsibilities.

To reduce teacher shortages, and improve the link between schools and the world of work, the report recommends that skilled professionals be recruited to teach part-time in the high schools. School districts are even urged to collaborate with local businesses to create a number of joint appointments.

This way, two-member teacher teams could be created with one member teaching in school for a year or two while the other works in a job outside school. Then the cycle could be reversed.

The foundation pays special attention to the role of school principals. Confirming studies which have identified the strength of the head as a pivotal factor in the quality of secondary schools, it warns that most principals appear to be overworked, badly paid and demoralized.

"This portrait of poor training, conflict and frustration painted by many principals reveals more than private irritation," the report says. "It portrays, in fact, a crisis in lea... which seriously undermines ... tiveness of the schools."

To strengthen the role of the ... cipal, the foundation advocates ... bureaucratic controls by ... offices and more control ... over the school budget. In ... principals should be given ... ity for the final selection of ... for their schools.

While it acknowledges the ... of qualified science and ... teachers, the report rejects the ... of paying more to teachers in ... subjects. But it does advocate ... efforts to meet the needs of ... pupils in general, and those ... in maths and science in ...

Every high school, the report ... should offer special arrangements ... gifted students – credit by ... tion, independent study, ... study with universities. In ... areas, magnet schools in the ... sciences should be established ... network of residential academies ... science and mathematics ... up.

Following complaints ... school pupils about a sense ... cut off from the outside ... report recommends compulsory ... munity service for them ... term.

One of the most sensitive ... the report deals with the ... Federal government. ... Reagan administration has ... ly emphasized the role of ... school districts – and is ... abolish the Federal Department ... Education, the foundation ... government has a limited but ... tant role.

Carnegie lists three areas ... Federal authorities should be ... education: the collection of ... tion; providing extra help for ... with special needs; and respond ... "emergency national needs".

It proposes that the government ... help foot the bill for the proposed ... national teaching service and ... work of residential academies ... co and mathematics. It calls for ... al help to create a national fund ... for the schools and for a ... resource centres to train teachers ... the use of computers and other ... tional technologies.

In addition, the Federal government is urged to spend heavily ... new school building and especially ... fund that would provide low ... loans to schools in need of ... laboratory equipment or buildings ... pairs.

The Carnegie report is the most ambitious, and the most detailed, ... published during a remarkable year ... for education politics.

The foundation has been especially ... allay fears that public education in the Unites States is on the verge of collapse, an impression which was strongly conveyed by the National Commission's Excellence Commission ... in April.

But Carnegie also hopes to ... the new surge of public interest ... the commission generated. As the report writes: "We believe that today America has the best opportunity to improve ... have in this century to improve our schools. There is a growing national consensus that our future depends on public education . . . If we do not seize this special moment, we risk ... the coming generation and ... tion."

High School by Ernest Boyer, ... lished by Harper and Row, ...

The major points . . .

☐ **Core curriculum – to be based on a mastery of English, and increased from half to two-thirds of the units needed for high school graduation.**

☐ **Teacher conditions – less administration; more time for class preparation, salaries pegged at 25 per cent above the inflation rate; and extra training.**

☐ **Recruitment and training – talented pupils to be encouraged to consider teaching as a career and steps taken to ensure only able pupils enter training programmes which, in turn, will be more closely scrutinized; full teacher status not conferred until often at least two years' experience.**

☐ **Power for heads – fewer bureaucratic concerns and more control over budgets.**

☐ **Gifted pupils – special efforts to cater for brightest pupils especially those in science and maths.**

☐ **Government – more limited but vital role for the Administration to play.**

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LETTERS

Are heads better off without pastoral duties?

Sir – Colin Ella (Talkback, *TES*, September 2) is right when he says that a headteacher must remain involved in the teaching and maintenance of discipline within his school, as this, above all, will enable him to show sympathy and understanding towards his colleagues. However, I think that possibly he underestimates the difficulties a head would face if the pastoral system in a large comprehensive school was dismantled, as he suggests.

He talks of unwieldy administration and pastoral blocks. Surely the financial cuts have squeezed available manpower, so that most senior teachers carry quite heavy teaching loads in addition to their administrative duties. The pastoral system in a poorly organized school can be a wilderness, but in one with a successfully planned system, there will be a real gain for pupils and teachers alike. The general atmosphere in school will be calmer, behaviour problems reduced, thus creating the most conducive climate for learning to take place within the classroom.

If the head in a large secondary school tried to deal with all the social and educational problems within his school, he would sink without trace under the pressure and would therefore be unable to think clearly about wider educational issues and future plans for his school. This very necessary activity requires time, space and above all lack of pressure.

MARIGOLD THORNLEY
St Crispin's School
Wokingham
Berkshire.

Fictional praise

Sir – I read with interest the article in Talkback by Mr Colin Ella.

I noted that Mr Ella is a teacher of English and therefore I must congratulate him on his fictional item. It was obvious that this writer had never worked in a large school, nor had he taken a good look at the workload of a headteacher.

I teach, take assemblies in conjunction with my senior staff, attend all after-school functions and generally work a 50 hour week on the school premises. Yet within those 50 hours, I never seem to find time to read the newspaper or to give any real help to those who are as ill-informed and misguided about the organization of the big school as Mr Ella obviously is.

Luckily my staff are too committed and too busy in their efforts to make the school successful to cause me the embarrassment that Colin Ella must have caused his headteacher in displaying such a total ignorance of the workings of a school.

P J COLDICOTT
Headteacher
The King Edmund School
Rochford
Essex.

Staying in touch

Sir – Colin Ella's articles "Holding heads high", must strike a chord with many teachers. Some heads do seem to live in a different world, and this causes problems ranging from poor communications to gross mismanagement.

How do we overcome these problems? The answer is simple: Good teachers should not be promoted out of the classroom. Headteachers need to teach, just to stay in touch with teachers' problems. As a minimum, let us recommend that all heads should teach half timetables.

Another trick which heads can play is to do some teaching but only to the most amenable groups. I wonder if there is any secondary school head who regularly teaches disaffected fifth-form pupils? If such a head exists (and I very much doubt it) then I think I should like to work in his, or her, school.

MIKE STEVENSON
The Mains
Giggleswick
Settle
North Yorkshire

Services . . .

Sir – I am a design and technology teacher and, having recently gained a BEd in technology for schools, I have selected to continue my studies to Honours.

For my thesis, I intend to raise and discuss issues affecting the CDT curriculum, including recent changes; input of technology; suitability of teacher training in relation to the needs of schools; in – service imperatives and initiatives and evaluation of prepared material.

It is clear that technology as a school subject is rapidly gaining in popularity and status, but it is also true to say that there are not enough adequately trained teachers to cope with this rapid change in the CDT curriculum. While I have no evidence to confirm my feelings, it is my opinion that schools are moving faster towards a technological curriculum than teacher training establishments. For instance, can a newly qualified CDT teacher teach all aspects of craft, design and technology to at least GCE O level?

This is the main area that I am seeking help with, as it forms part of the investigation stage for my thesis.

The question I pose is this: are recently qualified CDT teachers able competently to teach current syllabus material up to GCE O level and beyond, particularly in the specialist area of technology?

I am anxious to hear from any teachers, heads of departments, heads, l.e.a. advisers/inspectors, HMIs, or lecturers who can spare a few lines to comment on their own experiences of the situation.

Brief notes would be most welcome and will be treated in the strictest confidence. Gathering information is always difficult so may I please ask for your help. All letters will be acknowledged.

R G ROBINSON
24 Claypole Drive
Northborough
Peterborough PE6 9DW.

Sir – After forty years' service in teaching I can recall many amusing situations in school and I have received quite a number of letters from parents and others which were amusing or sad or which opened up vistas into the pupils' lives outside school.

Very often the children themselves in conversation or in writing have provided further examples.

With a view to their publication, I am wondering if any of your readers would care to furnish me with further examples, indicating whether or not their contributions fall inside their personal experience.

C F BAKER,
9 Langdale Close
Timperley
Altrincham WA15 7QW.

Alarming idea

Sir – Open discussion should follow Dr Robin Jackson's alert (*TES*, September 2) on the threat to initial teacher training in special education. At no time in the history of special education has there been an appropriate sense of urgency on a wide enough scale with respect to in-service training of staff. The gap today between what is known by specialists and what is provided by the nation is considerable.

To suggest the ending (rather than the improvement) of such special, initial training courses as exist, must be expected to alarm if not to demoralize caring colleagues. We have periodically been through the arguments for and against "young" teachers being trained from scratch for this work; an argument which does not seem to be applied to such professions as, for example, nursing.

Before 1970, we offered no courses of any kind for existing or would-be teachers who might have wished to work with the mentally handicapped". Had desperate parents and organizations such as the National Association for Mental Health and Mencap (within the health sector) not helped build up an alternative education system with staff purpose-trained, the transfer in 1971 would have been far more difficult, if not impossible. Of course what was offered was inadequate; just as what we view as more appropriate today will be superseded tomorrow.



l INSET eve mething spec

I am hopeful that the National Council for Special Education will discuss the article and prepare a paper giving their considered views on the issues raised.

STANLEY S SEGAL
Ravenswood Village
Nine Mile Ride
Crowthorne
Berkshire.

Disruptive pupils

Sir – Thank you for the brief item about the continuation of the Schools Council project, Finding Answers to Disruption, directed by Rob Grunsell who is currently developing an in-service support pack for secondary teachers (*TES*, August 12).

I should like to correct the impression that Finding Answers to Disruption has ceased to be a national project and is now based on one local education authority.

Rob Grunsell, with generous support from Manchester and Leeds education authorities and the Gulbenkian Foundation, will be continuing for the next six months to work with teachers in many parts of the country on the development, trial and revision of an INSET resource pack.

Already we have encouraging responses from teachers who have found the units helpful in identifying the causes of disruption – which are manifold – and in creating an environment in which disruptive behaviour is irrelevant.

More information about the pack, which we hope to publish in 1984, is available from Rob Grunsell at the Schools Council.

HELEN M CARTER
Programme Director
Schools Council
Newcombe House
45 Notting Hill Gate
London W1

Yawning gap

Sir – I am not at all surprised (*TES*, September 2) that so few secondary schools teach girls how to play cricket.

It would, I imagine, require a wholly exceptional talent to convince active, full-blooded young females that cricket is anything other than the most tedious of sports. It seems to consist mainly of standing around on the edge of a field, either doing absolutely nothing or occasionnlly lobbing empty soft drink cans back at the spectator.

Once in a while, I believe you do get the chance to dress up in a miscellaneous collection of rejects from the Tower of London armoury and lumber up and down between two piles of sticks. But the only real excitement comes when, as a wisp of cloud sneaks over the horizon, everybody shouts "Bad light!", and makes a dash for the pavilion.

Anyone for tennis?

HELEN WOODWARD
Wnney Elm
Beech Drive
Leigh
Lancs.

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LETTERS

A negative approach to multi-cultural issues

Sir – Once more Raymond Honeyford ("When east is west", *TES*, September 2) adopts a curious attitude towards multi-cultural education. Indeed, it must give cause for concern. I wonder why he remains head of his present school at all.

His article, which is claimed to be "a week of contacts with Asian parents in a middle school," is a not so thinly disguised snipe at other groups. Those groups he identifies as "religious, fanaticism, official timidity and the race relations lobby".

Honeyford seeks to show that these groups together with the "ignorance" of Asian parents undermine his well-directed attempts to build bridges with the community. His strategy, it is assumed, would reduce conflict and increase cross-cultural understanding. On the basis of this article, I would suggest that we have everything to fear from the Honeyford approach.

Last November, Honeyford set forth his critique of multi-cultural education. This recent article is more serious because it purports to be objective and based on actual experiences. Yet, it contains a number of phrases which might well give cause for concern.



Asian parents: positive ideas should be welcomed.

For example: the parent whose accent Honeyford describes as "like that of Peter Sellers' Indian doctor on an off day"; or the boy he describes as "a thief, liar and a bully – our number one truant"; or the parent who comes to express her concern that her children might be at risk from her ex-husband – Honeyford's account of her worries is depicted as "an intense and animated diatribe"; or the criticism voiced against the introduction of *halal* meat – Honeyford articulates the concern of the "English" or the "indigenous population". They have, he asserts, a concern for animal welfare. Asians "slaughter" their animals and this is "cruel". No mention of the "English" appetite for hunting, shooting and fishing and so on.

Honeyford's article is awarded a status by *The TES* which gives it an authority it does not deserve. The paper describes it as "How Asian parents misunderstood the power and authority of the headteacher". Yet, the article does not show this. I would argue that it shows the prejudices of a headteacher who apparently displays little sympathy or empathy with his children or their parents.

There are exceptions: the two girls who are "Anglicized and fluent" or have "long beautifully plaited hair, and a Yorkshire accent".

With the "educational" consequences of the recent general election not yet fully assessed, the changing nature of the 16 to 19 educational provision, and the development of "new" approaches to 11 to 16 provision, contributions from all participants should be welcomed.

In particular, how our multi-cultural society is reflected within our education system, the skills and concepts we are seeking to develop and encourage, and the content which informs such development are central to such a discussion. Raymond Honeyford offers nothing of a positive or creative nature. His article is ignorant and counter-productive. Why does he bother?

JOHN DIAMOND
3 Victoria Road
Levenshulme
Manchester

Sir – No doubt Raymond Honeyford intended his diary to be helpful to teachers in middle schools with high percentages of pupils from ethnic minorities, and perhaps I am being unfair to him in questioning the value of his catalogue of difficulties and dilemmas relating to Asian families.

It seems to me, however, that it is unhelpful to focus on any specific group whether they be Asian, Greek, Irish, English or whatever, only in the light of the problems they present.

We do not know whether the week in question was unusual or typical of most weeks. Perhaps Mr Honeyford could also have found at least one week when he had good, positive and rewarding contacts with parents, Asian or otherwise.

A propos the lady from the schools meals service and her concern over "outside eaterers", an alternative to her suggestion of experimenting with Asian dishes might have been to establish a group of "inside caterers" from among the Asian parents.

JEAN BAUGH
32 Brandhall Court
Wolverhampton Road
Warley
West Midlands

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Smoke-free zone

Sir – Let us by all means welcome T Segal's suggestion (September 2) that Britain follow Israel's example with an anti-smoking stamp, though successive Governments have shown as little concern about combating the problem as they have about alcoholism. But in this matter, as in so many others, example is likely to prove more effective than exhortation.

For the past 10 years at Bosworth we have run a "Facts about Smoking" course, primarily for the information of those students found smoking on the premises, though at the start there were volunteers as well as conscripts thus serving to emphasize its educational rather than punitive aim. Facts about this, as about other health hazards, are now included in a guidance course for all students, so that those who may choose to smoke will anyway be informed about the possible consequences.

But I cannot say that I have noticed any marked falling off in the incidence of smoking; indeed there seems – from casual, not scientific inquiry – to have been some lowering of the age of initiation, though not many students were regular at six as I was. (I kicked it at seven, thank God!)

Of course my colleagues do not smoke in the company of students, but that some of them smoke elsewhere cannot escape notice and must have some influence. It was with this in mind that a general staff meeting agreed two years ago that the college become a smoke-free zone from autumn 1985. All subsequent applicants for jobs, both teaching and non-teaching, have of course been forewarned, though there seems to have been no falling off in their numbers nor, with the delay in implementation, do I anticipate resignations for the reason.

Unfortunately I cannot recommend the college's architecture for a national postage stamp.

TIMOTHY ROGERS
Principal
The Bosworth College
Desford
Leics.

Getting involved

Sir – All around us, in every sphere gloom and despondency are cast over the future of education. It is certainly true that the education system is in a state of catharsis. For one thing, the carrot and stick form of motivation, the "shut up, listen, pass your exams and you'll get a job . . . carry on messing about and you'll get a clip round the ear", the ideology which has governed classroom practice for decades, no longer functions, thanks to the combined effects of the recession and STOPP.

While this is a combined effect which is feared by many, it is increasingly being seen as a fait accompli and, as such must be regarded as an opportunity for enhancing the educational process in this country.

Teachers are being forced to examine the learning process which is going on in our classrooms. A relevant and interesting curriculum is vital, of course, and the last few years have seen enormous improvements in this field. But lesson content is only one factor in the equation: we have all known probationers who, despite well prepared, interesting and relevant lesson material have still imparted little or nothing to children who failed to give them respect.

By strengthening relationships with pupils and actively involving pupils in the learning process, teachers are finding that not only does more learning take place in the classroom but that (dare this be admitted openly yet?) we actually enjoy our teaching more.

But the learning process must be seen as a whole, not as existing in thirty minute blocks. It is useless for a dedicated teacher to establish what he considers to be the right environment within his classroom if the involvement he is trying to inculcate is destroyed by the general school ethos. Take, for example, one of the last bastions of educational tradition: parents' evening. It is a truism that it is always the "wrong" parents who come, but I would maintain that even with 100 per cent parental attendance, the system could be improved if our efforts at guidance were also directed at the pupil. Talking to children whose parents I saw the previous evening, I often find myself wondering just how many of my words of wisdom have actually been relayed. Surely, if we are to motivate our pupils we need to deal directly with them, in addition to our existing involvement with parents. Surely it is not beyond the bounds of organizational possibility for there to be a formal, timetabled interview between pupil and teacher, one day a term.

Yet if we are talking of involvement as motivation, then why stop here? Teachers too are having to adopt new techniques and adapt old ones. How much feedback do we get on our efforts from our superiors? A slap on the wrist if things go badly wrong, a quick word of thanks if we are exceptionally successful. As teachers, we spend our days looking for ways of helping others to improve, yet are often left totally in the dark about how the hierarchy view us. When the deputy head is programming the computer to deal with the pupil/staff interviews, he could also arrange for staff to discuss, on a purely voluntary basis, of course, their present performance and future prospects.

With a little thought, the opportunities for staff and pupil involvement are legion.

In industry such worker involvement is increasingly becoming the norm. We have made our curriculum relevant, let us now look to establishing a working atmosphere of responsibility and shared involvement, which is surely just as relevant to the present and future lives of our youngsters.

PETER ARDRON
North Border Comprehensive
Bircotes
Notts.

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Need to work

Sir – I would very much like to support Alec Dickson's letter in *TES*, September 2. He says that it isn't easy to assess the intensity of an experience like working as a Community Service Volunteer, and I would add that it's also difficult to assess the effect of workcamps, which are a shortened version of a similar experience.

We all know that young people have a need to experience different lifestyles. Programmes like workcamps, of which we have more than a hundred in the UK each year, are nearly always oversubscribed, and have been so for many years. Though we have difficult situations at times, it's obvious that these programmes meet a real need in the young to understand different forms of life and people, and to give of themselves to others.

SARAH ELKES (Mrs)
Field Worker
International Voluntary Service
53 Regent Road
Leicester LE1 6YL

Price's principle

Sir – I could not help a little smile while reading Christopher Price's comments regarding Croxteth School (*TES*, September 2), an interesting piece in which he appeared to be supporting the principle of independence in education and the importance of parental choice.

If he is prepared to support these principles in the context of Croxteth School and the supplementary schools which are springing up in London under the auspices of black parents, then I hope that he will be consistent and support the rights and values of the independent sector per se.

MISS D D DAKIN
Chairman ISIS Association
56 Buckingham Gate
London SW1

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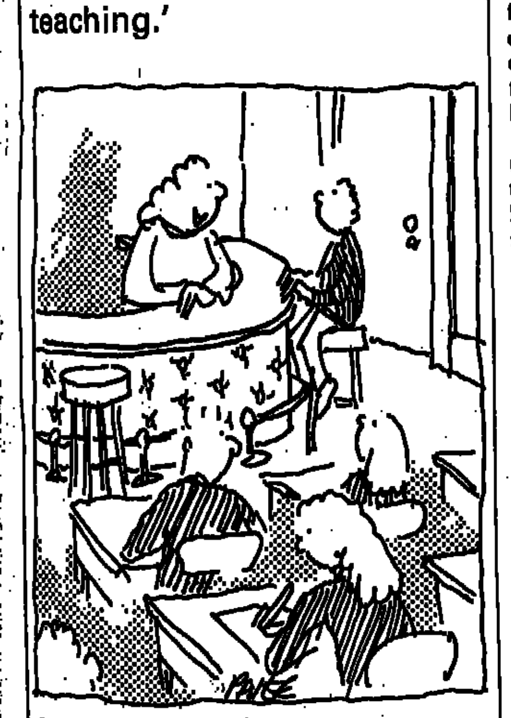
FEATURES

MOONLIGHT SHADOWS

While some teachers complain of intolerable pressures of work, others manage to fit in another job in the evenings and at weekends. Nobody knows how many teachers are secretly 'moonlighting' but Nick Baker finds they don't all do it just for the money or skimp on after-hours school activities.



Handyman: 'There is a visible result . . . it's hard to see that in teaching.'



Barmaid: 'The pub is a relaxation for me. I can be myself there.'



Musician: generous with his musical skills at school

At a time when a qualified teacher with a year's experience can expect to earn substantially less than his counterpart in the police force, it is not surprising to find that some teachers have a little job "on the side" to help make ends meet. What is more unexpected, perhaps, is to find that not all moonlighting teachers do it primarily for the money.

I spoke to six such teachers, all *bona-fide* full time professionals, none of whom, for various reasons, wished to be clearly identified. Most of them feared discovery by the taxman rather than their l.e.a.s or headteachers.

Tim is a scale 2 teacher in his early 30s. He has a demanding job in a Midlands secondary school and, in addition, works as a traditional handy man, building porches and fitted wardrobes, laying asphalt and doing assorted household repairs and improvements. Tim "doesn't believe" in mortgages, savings and insurance. He lives very simply in a council flat and spends all his extra earnings (over £2,000 last year, he estimates, all undeclared) on his two passions, travel and sport. He enjoys his extra work and takes pride in his craftmanship.

"With this sort of work," he says, "there is an immediate visible result. It's very hard to see that in teaching." Does he worry about being found out? "I have to be careful about keeping it quiet at school. When I'm actually out working, one danger is being seen by kids from school. I tell them it's my auntie's house, or that I'm helping out a pensioner."

When Ivy left her north country home to take up her first teaching post in the south, she found things very different there. She found it very hard to make social contact outside of school, so she took a job serving three nights a week in a local country pub, where she earns between £15 and £18 a week, meals included.

"The money's not that important to me and I do declare it. I just like talking to people who don't read the *Guardian*. I can talk to them more easily. Sometimes I have to keep my mouth shut – some of my customers come out with some really fascist comments about education.

"Most people think that teaching's a really easy job, but it isn't for me. I'm very involved with my kids but I do need to get away from them. The pub is a form of relaxation for me. I can be myself there."

Derek has been a semi-professional musician for the three years that he's been a maths teacher. Having spent two years playing guitar in a cabaret band, mainly at weddings and barmitzvahs, and earning £1,200 cash a year in the process, he now plays two or three times a week in a popular "melodic rock" band on London's pub circuit. (Incidentally, all the members of the band moonlight from other jobs.)

Derek is generous with his musical skills at school, getting involved with musical productions and running a guitar club. "I enjoy teaching, but it doesn't come from the heart – it comes from the head . . . if the right recording contract came along I'd leave like a shot." With the additional money earned doing summer youth work, how does he, a single non-smoker, non-drinker spend his extra income? "Almost all of it goes on gear. I have eight guitars. Really, I'm just a guitar fanatic . . ."

Jimmy has been a science teacher in the same secondary school for 13 years and is now at the top of scale 2. He also coaches the school rugby team and referees club rugby. But once or sometimes twice a week he drives for a local coach firm.

"One of the drivers for the firm that I always use for school outings mentioned to me that there was a shortage of part-time drivers, and I'd always fancied driving a bus. He took me out with a bus for a lesson every Sunday morning, then I took my test. With my Public Service Vehicle Licence I'm allowed to drive anything from a double decker with a crash (fully manual) gearbox to a 12-seater minibus. I do all sorts of jobs in all sorts of vehicles, taking pensioners to the coast or Brownies to camp. Last week I was ferrying a coach load of yobboes to and from a disco."

Although he earns about £500 a year driving, Jimmy is at pains to point out that he declares it all except for tips. "I'm not in it for the money, although I wouldn't do it for free. I do meet a lot of interesting people on buses. Basically, I do it for fun. I just love driving."

James is head of English in a large secondary school. He has two extra jobs, one as a registry office usher, the other as a toastmaster. The ushering, which he has done every Saturday morning for seven years, he describes as "menial" and he frankly admits he does it for the money. For four Saturday mornings' work organizing wedding parties and shepherding them into the registrar's wedding room he grosses about £28, which he has to declare as it is paid to him on his teacher's payslip.

James has been a toastmaster for more than 20 years – longer in fact than he's been a teacher. He clearly relishes the job's showmanship side and enjoys the functions (mainly weddings) at which he officiates in full regalia. He is, however very wary about meeting colleagues "on the job" and very diffident about telling me how much it pays him or how often he does it. He is insistent, though, that neither job detracts from his teaching. "In a sense, it adds to it . . . getting away from school to go to a nice wedding with decent food and pleasant people can be very refreshing."

Gordon is a busy head of drama and a hard-working fund-raiser in a northern secondary school. He also owns and runs a small country antiques shop.

As a 12-year-old schoolboy bored with living in a remote country village he enrolled in a local evening class. "The history class that I had wanted to go to was full," he told me in a break from play rehearsal one afternoon after school, "so I went into the antiques class instead."

He started attending auctions, sold his first piece at a profit of 10 shillings and eventually started dealing. His first ambition was to become a teacher but throughout his training he continued to deal from market stalls. After an 18 month gap at the start of his teaching career he drifted back to the antiques world, and his shop (over which he lives) is now open for business seven days a week, staffed by him and his two part time assistants.

Gordon insists that the business doesn't earn him a lot of money (one year the taxman gave him a rebate) because he doesn't have enough time left over from teaching to track down good stock. He estimates his annual turnover is £6,000 to £10,000 but won't say how much profit he makes. He claims the £15 a week petrol bill for his journey to school as a business expense.

Why does he do it? "I like a gamble, but I never make a loss. I like the dice to be loaded in my favour." Would he ever leave teaching and take up antiques full time? "Never. I love teaching . . . to me it's like a drug." Does he have any social life? "It's a tragedy to say it . . ." he admits ruefully, "but I don't have many friends . . . I've simply no time."

There is no way of knowing how typical these cases are. Most moonlighting teachers keep quiet in school about such extra-curriculum activities and it seems impossible to find out how much of it goes on.

Some head teachers or local authorities may disapprove but there is probably nothing in teachers' contracts to stop them taking another job. Such contracts differ from authority to authority but one Kent was using in 1977 actually sanctioned the taking of another job, as long as it did not "interfere with the due performance of duties as a teacher".

According to a solicitor and chairman of an industrial tribunal, on contracts where out-of-school jobs are not mentioned specifically, the same conditions would apply. All teachers should, like anyone else, declare extra earnings to the Inland Revenue.

The lawyer did, however, mention one other proviso not necessarily to be found on the teacher's contract of employment. "The moonlighting occupation would have to be one fitting with the propriety of being a teacher."

The example he gave was that if a teacher played the piano in a brothel, it is not itself an illegal activity but he could be liable for dismissal for having breached one of the implied terms of his contract.



Coach driver: 'I do it for fun. I just love driving.'



Registry office usher: 'Getting away from school to a nice wedding . . . can be very refreshing.'

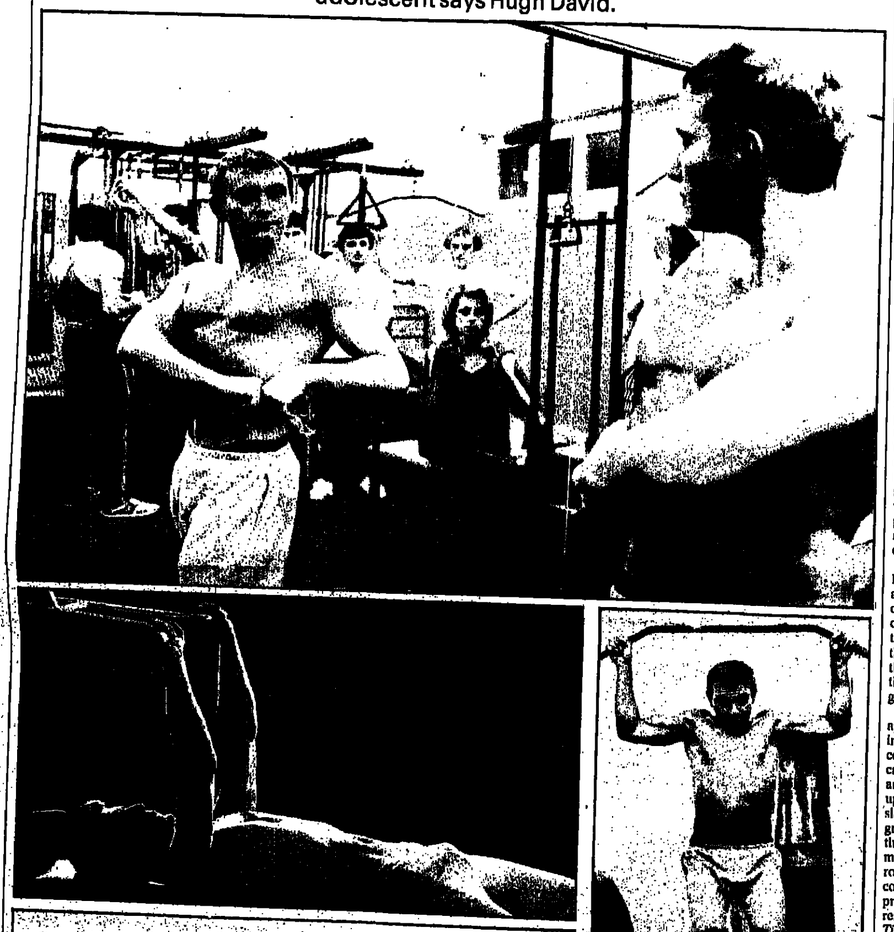


Antiques dealer: open for business seven days a week.

FEATURES

GYM'LL FIX IT

'A sweat soaked vest does wonders for the male self-image.' Look into the popularity of weight training and you find yourself on a voyage of discovery into the psychology of the modern adolescent says Hugh David.







There's these three guys in a pub, say Jimmy, illustrating a point rather than telling a joke. Eighteen, nineteen, you know, wearing tracksuits, those Lonsdale sweatshirts you can buy, and trainers. And they're standing at the bar, waiting to get a round in. It's my mate Lee's shout, right? So the barman comes up and they say to him, three halves of orange juice, please. He looks at them like they've gone out of their tiny minds, doesn't he? Perhaps they have. Three halves of orange juice! Yeah, well, we're training, aren't we, says Lee . . .

The first thing you need to know about training is that it does things to people, to youths aged from 15 to 20 in particular. For young lads like Jimmy and his mate Lee it has an almost mystical appeal. They'll tell you it's like a religion. Once you get the bug you think nothing of giving up booze, fags and even girls – anything which gets in the way of the couple of hours' work you do in the gym twice or maybe three times a week.

The second thing you need to know is that there is training and training. Or rather training and training and training, for there are three separate sides to the sport. Jimmy and Lee and their mates are into weight-training. And that, they stress, has little or nothing to do with body-building. It has even less in common with weight-lifting. As far as Jimmy's concerned you have to be mad to do that. Weight-lifters, he says, are "a different breed".

But at least there is some purpose to what they do. Weight-lifting is about breaking records, national and international records and your own personal bests. Weight-training demands much the same hard work, discipline and dedication but without any ultimate goal. There are no cups, trophies or Olympic medals to be won, there's not even the prospect of acquiring a spectacularly well-developed body along the way; yet weight-training is by far the most popular of the three sports. To find out why it is I make a voyage of discovery into the psychology of the contemporary adolescent male.

Start at the National Sports Centre at Crystal Palace in south London. Alongside the famous athletics track is a complex of gymnasia fitted out for every conceivable sport. In one, half a dozen of the country's best weight-lifters, biceps the size of my thighs, are slinging iron weights the size of dustbin lids onto bars and heaving them aloft, grimacing and swearing obscenely in the process. Round the corner is another, larger gym where the training takes place.

It has the sound and something of the appearance of a smallish bottling plant. Sweating bodies project grotesquely from all four corners of a series of evil-looking machines called Powersport Multigyms. Around, among and above them columns of iron weights travel up steel rails with agonizing slowness and then slum down to the accompaniment of human grunts and metallic crashes. There are four of these machines, various other pieces of equipment and perhaps 40 people working their way round them. Apart from one man skipping in a corner, no one hurries. Everything has a pre-ordained rhythm, like a factory. I am reminded of scenes from Chaplin's *Modern Times*.

The mixture of people is intriguing. Three-quarters are youths in their late teens; the remainder are older, some a lot older. Jack, I'm told (and in training no one seems to have a surname) is nearly 60. A third of the youngsters are black. Two or three turn out to be girls.

Running the show, now exhorting, now encouraging, occasionally upbraiding, is coach Rod Bridle. He is as amazed as anyone else at the way in which training has taken off over the past few years, but believes it is something to be encouraged. "It brings out the best in these lads," he says. "All right, there are some of them here tonight who are not angels by any means; they've got police records, they've been in trouble, the lot. But we've not had any serious trouble here all the time we've been open."

More than that, the training is giving them discipline. Rod – everyone calls him Rod – stresses that he is not a believer in a return to Victorian values and short, sharp shocks, but: "For perhaps the first time in their lives these lads are doing something for themselves. I can't do it for them. I can't even make them do it. I can advise them, show them – then it's all up to them. They're the ones who have to do the work. They're the ones who have to push themselves."

But why? Even Rod Bridle who has been in and around the sport for 20 years confesses to a certain bewilderment: "To keep themselves more in trim than Joe Public? I don't know. You'll have to ask them."

Jimmy and Lee are doing something for their chest muscles which involves lying on a sloping plank and hauling weights above their heads with what look like bicycle handle-bars. "I'll tell you", says Lee, the orange juice man, when he's done this a few times and 85kgs of iron have crashed to the floor behind him. He's 20 and works in a warehouse. "We go out on the piss most weekends and then come down here a couple of evenings a week to get rid of it. Keeps you fit."

"And we go running twice a week and play football on Sunday afternoons," adds Jimmy, also 20. "You've got to do something." With that he starts to do something for his already-impressive thighs.

Away on the other side of the gym, Neil and Reuben keep very much to themselves. Winding up weights to improve their lower arms, they are taking things rather easier. They are both 16: intelligent, well-spoken and still at school. They've just started weight-training. "Surprisingly, you do feel very good afterwards," says Reuben. "Really tired." He smiles and brushes the hair out of his eyes. "And you get muscles out of it too," he adds, flexing an arm as yet hardly more developed than a postal tube. "Some of us need them!" says the equally-slender Neil.

I meet Tony in a pub a few days after. Like Jimmy and Lee, he too is 20, but an apprentice carpenter and, he confesses, an "ex". He stopped regular training a couple of years ago. Despite that he is the most coherent defender of the sport, and disarmingly frank in his explanations.

Difficult to believe now, but he was a "skinny little wretch" at 14, he says. That's why he started, to build up his arms and legs. "Yeah, sure you're going to do better with the girls if you've got some muscle on you. Don't want to go too far, though. There's plenty of ladies who find all that Mr Universe stuff a real turn-off – disgusting, gross."

Plenty of men too; but not Tony. He is the only weight-trainer I talked to who will admit that the whole sport is laced with a latent, intellectual and positively non-erotic sexuality. Show him a copy of *Muscle Mag* and he will tell you that the beefcake on display is "nice to look at, beautiful". ("That boxer, Frank Bruno, he's got a beautiful body on him, beautiful.") Don't get him wrong, though: "You're not looking at the person, you're looking at the *creation*, you know?"

It's a hot day. Tony is wearing shorts. Accepting my ignorance, his body becomes his visual aid as he explains the technicalities of pecs and lats, biceps, triceps and wings, pointing out the muscle groups still wrinkling his chest and back like the sheets on a hastily-made bed. Impressive. "No, I used to be twice this size when I was training. And none of this either", he says, patting an incipient "beer gut".

"That's why I gave up; I like the beer and fags too much. If you are going to train, properly I mean, you've got to be really dedicated." It's not that Tony isn't – if circumstances were different (no girlfriend, another, less physical, job) he says, he'd be back in that gym tomorrow – it's just that for the moment all the incentives are gone. "The job I'm in now is hard work. I say to myself, I don't need weight-training: I'm always using my arms and legs at work. I'm fit, I'm not Superman, but I'm fit." Put it simply, he doesn't need it.

What brings us back to the original question. Why do the Tonys and Jimmys and Reubens feel the need for it in the first place? Though you'd never get even Tony to admit it, it seems to be because at around puberty the physical processes involved fit well with their received ideas of what a man should be. A sweat-soaked vest does wonders for the adolescent male's self-image.

Rod Bridle agrees that once adolescence is over. "Yes, sure, the vast majority of lads we never see again." They hang up their sweatshirts once they become what they put them on in order to be, nature rather than all those nights at the gym having taken its course. Whether ultimately they would have been any different without all that attention lavished on lats, pecs and deltoids is something in which he refuses to speculate.

There will always be some, however, whose interest, like Tony's, will continue into their twenties and beyond. The sweat has entered their bloodstreams. "They just love it; it's a sport to them and they enjoy doing it. It may sound silly, hurting yourself through all that agony, but you just can't understand unless you've tried it".

FEATURES

Honours lists

Crude league tables of graduate employment rates say more about the subject and sex balance of different universities than their success at getting students jobs say Jim Taylor and Geraint Johnes



Two facts have emerged in the press recently about the employability of new university graduates. First, the unemployment rate of new graduates varies substantially according to the subject in which they obtain their degree. On average, for instance, graduates in engineering and technology find jobs more quickly than graduates in the arts and languages.

Secondly, calculations of graduate unemployment rates for individual universities show substantial differences between universities. Putting these two facts together raises the question: to what extent can differences in graduate unemployment rates between universities be explained by differences in the subject mix of universities? It should be obvious that universities with a strong bias towards the applied sciences and vocational subjects should have a lower graduate unemployment rate than universities with a strong bias towards the arts and languages.

The answer is important since it has been argued that differences in the graduate unemployment rate between universities cannot in the main be accounted for by differences in their subject mix. The implication is then drawn that graduates from some universities are more attractive to employers than are graduates from other universities. This belief lies behind the construction of the university league table of graduate unemployment rates published annually in the Jobs Column of the *Financial Times*.

Research undertaken at Lancaster University shows that this conclusion is wrong. This is because the previous attempts to measure the influence of the subject mix on graduate unemployment rates have used totally inadequate information.

Fortunately, we have been able to draw upon a very detailed set of statistical records (covering the years 1976 to 1981) held at the Universities' Statistical Record (USR) at Cheltenham. These data were kindly made available to us by the USR with the permission of the universities.

Earlier estimates of the influence of the subject mix on each university's unemployment rate have been based upon only a five-fold classification of university subjects. This approach is deficient for two reasons.

First, the graduate unemployment rate varies considerably between the more narrowly defined subjects *within* each of these five categories. In the business and social studies category, for example, the unemployment rate for males graduating in 1981 varied between 5 per cent in law and accounting to over 20 per cent in sociology, psychology and politics. Other examples of wide disparities within broad subject areas are given in Table 1.

Secondly, an additional problem arises because of the existence of differences in the unemployment rate between males and females. These differences are clearly demonstrated in Table 1. Further analysis reveals that differences between the two sexes are less significant than differences between subjects.

When account is taken of all 78 separately identifiable subjects, for males and females separately, it is found that nearly 70 per cent of the variation in unemployment rates between universities is accounted for by differences in their subject and sex mix. Some idea of the extent to which differences in the actual unemployment rate of universities can be explained in this way is provided in Table 2. This shows that the actual unemployment rate of universities is fairly closely approximated in most cases by the unemployment rate predicted on the basis of each university's specific mix of subjects and sexes. Oxford and Cambridge are two notable and perhaps not very surprising exceptions. Excluding Oxford and Cambridge from the statistical analysis raises the percentage variation accounted for by differences in their subject and sex mix to nearly 75 per cent.

It is also worth noting that our results were found to be robust with respect to modifications in the definition of unemployment. In the well known articles by Michael Dixon in the *Financial Times*, for example, *unemployment* is defined to include (wrongly in our view) those graduates who are not available for employment, such as females who immediately become housewives after graduating. The results are very much the same whether or not this category of graduate is included in the definition of unemployment.

The fact that such a substantial proportion of the variation in graduate unemployment rates between universities is accounted for by their subject and sex mix leaves relatively little to be explained by other factors. This result suggests that any attempt to construct a league table of university unemployment rates is extremely misleading, particularly to prospective university students. The Lancaster study indicates that such league tables say much more about differences in the subject mix of universities than they do about differences in the employability of graduates between universities.

We conclude that those interested in graduate unemployment will find it far more fruitful to investigate the reasons for differences in the graduate unemployment rate between subjects than differences between universities.

Jim Taylor and Geraint Johnes lecture in the department of economics at Lancaster University.

Table 1
Percent of graduates unemployed six months after graduation in a selected range of subjects for males and females separately (1981).

Subject	per cent unemployed: males	females
Education	3.2	11.7
Clinical medicine	0.0	0.0
Clinical dentistry	2.0	0.9*
Pharmacy	0.7	0.2
Chemical engineering	12.3	*
Civil engineering	8.1	*
Electrical engineering	7.1	*
Mechanical engineering	5.6	*
Agriculture	16.8	23.9
Biology	24.8	18.4
Zoology	29.6	26.5
Biochemistry	18.5	15.1
Mathematics	11.2	7.4
Physics	13.2	10.9
Chemistry	16.9	9.2
Geology	11.8	20.2
Business studies	11.3	10.8
Economics	16.9	11.6
Geography	23.0	14.0
Accountancy	5.0	7.0
Government	27.4	21.5
Law	3.9	3.7
Psychology	25.3	16.6
Sociology	26.0	18.8
Architecture	5.7	6.3
English	26.6	15.1
French	23.0	9.6
German	22.9	11.8
Classical studies	18.6	18.3
History	22.9	16.7
Theology	7.0	8.8
Art and design	22.5	20.1
Music	11.6	8.8

* Unemployment rates are omitted where there were only a handful of female graduates.

Table 2
Percent of new graduates believed to be unemployed or in short-term employment six months after graduation and rate predicted on the basis of each university's subject and sex mix (1976–1981 averages)

University	per cent unemployed or in short-term employment: actual	predicted
Aston	5.6	9.0
Bath	7.9	7.3
Birmingham	8.5	10.7
Bradford	12.3	11.2
Bristol	11.4	11.0
Brunel	6.4	8.3
Cambridge	7.5	11.9
City	7.8	7.6
Durham	10.2	13.3
East Anglia	20.6	19.9
Essex	16.8	18 R
Exeter	11.5	13.1
Keele	19.7	17.9
Kent	17.4	15.7
Lancaster	18.8	18.2
Leeds	11.2	12.8
Leicester	13.8	13.4
Liverpool	8.9	10.5
London	13.9	10.0
Loughborough	9.6	11.6
Manchester	11.6	8.7
Newcastle	10.8	12.9
Nottingham	14.3	11.7
Oxford	8.1	12.4
Reading	13.4	15.3
Salford	8.4	10.7
Sheffield	11.1	11.2
Southampton	9.5	10.2
Surrey	10.7	8.5
Sussex	20.3	16.2
Warwick	15.2	13.7
York	16.5	15.0
Wales	14.0	12.0
Aberdeen	8.9	11.6
Dundee	8.0	6.7
Edinburgh	12.3	10.7
Glasgow	7.5	8.6
Heriot-Watt	10.1	7.3
St Andrews	14.4	13.5
Stirling	19.2	15.5
Strathclyde	10.4	8.6
Queen's	10.3	9.1

Notes:

1 Unemployment is defined to include those new graduates believed to be unemployed (on December 31 each year) plus those in short-term employment. Graduates not available for employment and those whose whereabouts are not known are not included.

2 The predicted unemployment rate for each university is calculated by using national unemployment rates for 78 individual subjects together with data relating to the number of male and female graduates in each subject in each university. Full details of the method are available on request to the authors.

3 The average rate over a six-year period is given in Table 2 to reduce random error.

4 Data for Hull University were not available to the authors. The New University of Ulster was excluded from the analysis.

TALKBACK

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Integrating training

PATRICIA POTTS

Robin Jackson's article *Will INSET ever be something special?* (Platform, September 2) sets out to defend initial training courses in special education (ITSE). Two main themes emerge: first, the acceptance of a separate special education sector and second, emphatic support for selection and competitive assessment, just those values which have up to now guaranteed the low status of the comparative "failures", the pupils with learning difficulties upon whom ITSE depends.

There is no critique of segregated schooling and no discussion of the possibility that learning difficulties have anything to do with the social context in which they arise. I would challenge Dr Jackson's belief, therefore, that children with learning difficulties are best served by the "élite" specialists who graduate from King Alfred's College.

The students obviously spend a considerable amount of time in ordinary schools, but the special education component of their course is a discrete parallel rather than an integral part of an overall investigation of how to meet the educational needs of all pupils.

Dr Jackson is right to stress the importance of initial training, for it is during this period that many professional attitudes and expectations are acquired, perhaps irreversibly. However, initial training must always be remote from practice in schools because of the lack of personal commitment to an educational institution of which one is a full member.

The King Alfred's course includes what Dr Jackson describes as specializing in work with a "particular group of children". The problem with crystallizing children in this way and divorcing them from an educational setting is that it perpetuates a pathological view of learning difficulties which are, by implication, located inside the individual children. It also prevents the initial-course trainee from developing a commitment to the kind of school that they judge to be capable of meeting children's needs. It is a common fault of all types of teacher training courses that information and discussion of the education system as a whole, are notably absent.

The view that special educational needs are static absolutes, is echoed by Dr Jackson's narrow definition of education in terms of child development, because this, again, is a context-free approach which ignores the possible effect of curricula, school organization or current social values. Likewise, this approach neglects to examine ways of preventing learning difficulties, which would have to involve a critical look at the education system.

And throughout his article, Dr Jackson gives us a double message: that intelligence matters enormously and that it does not. In trying to value both his *crème de la crème* and their potential pupils, in promoting specialization in working with children whose abilities to succeed competitively are limited, Dr Jackson seems to value jobs and institutions above the inmates. Why does he imply that it is surprising that intelligent people want to teach children with severe learning difficulties by explicitly defending the IQs of his students?

He does mention that the students are not only trained to teach children with special educational needs, but says that this "is quite a different issue". I would argue that it is a central issue and requires expansion. I would also like to read something specific about the "adequate preparation and training" for working in a special school. There are several places where important details are omitted.

Dr Jackson talks about "the field of handicap" and "the curriculum for pupils with special needs", giving the impression that they are both solidly definable, unchanging and indisputable. We receive no hint that the area of curriculum planning for children with a whole variety of needs is in fact alive with debate and controversy, nor that the King Alfred students will themselves have an opportunity to discover this and try to evaluate it.

Dr Jackson does not tell us what "suitability" to teach children with learning difficulties consists of so we are unable to make sense of the college policy to prevent the unsuitable from getting near them. One person might regard a commitment to comprehensive education as the most "suitable" qualification to teach any children: another person might think it was the protective attitude towards children with learning difficulties which entails support for segregated schooling. And support for a segregated special education sector inevitably puts it in competition with the ordinary sector, a false and unnecessary opposition if children are seen as equal members of their local school communities.

Again, there will only be a decline in standards in the teaching of pupils with special needs if ITSE is discontinued if you see the relevant training as a separate specialism, not as a whole approach to the teaching of all children. The "quality" of special education is not a single, given, obvious set of values; for a growing number of people it has nothing to do with segregation.

It is not cynical to detect the defence of a vested interest in Dr Jackson's article: it is both natural and inevitable that we all defend our interests, professional and otherwise. What matters, here, is the substance of what is being defended.

Constructive alternatives to the Winchester ITSE course do, or will shortly, exist. I recommend a re-reading of the article in last week's TES (September 9) by my colleague Tony Booth in which he describes the plans we have at the Open University to develop an inservice course on the "Prevention of Learning Difficulties". This course is designed to minimize the difference between training and practice and eliminate the professional difference between, in this case, remedial specialists and class and subject teachers when it comes to responsibility for children and topics taught. Groups of students, working in a range of nearby settings, will work on the course materials together, focusing on two main questions: How can teachers develop a curriculum within a school which minimizes the learning difficulties of pupils? How can remedial and class and subject teachers organize effective team-teaching?

This course has developed out of the Open University course "Special Needs in Education" (E241), now in its second year, which is followed by more than 600 students a session, many of whom are sponsored by their l.e.a.s. Some areas of INSET are flourishing.

Patricia Potts is a lecturer in education at the Open University.

Exchange rates

JACK BAKER

There are now 7,000 teachers employed by the Board of Education for North York, Toronto. In 1975 there were nearly 10,000, but because of falling rolls and larger classes a couple of thousand have been "lost" – by natural wastage, retirement, secondments, redeployments to other professions and sackings – the forecast for 1988 is a teaching force of 5,000.

The board operates a seniority system, each permanent teacher has a "number" and if a school has surplus staff the highest number moves into the pool to be re-allocated – some staff go for a "dip" year after year. Although I worked in a large elementary school, it was three months before I met a teacher under 35 and he was on supply, for because of the seniority system (fully supported by the teaching associations) no new teacher from college or university has been appointed to primary schools for seven years.

One innovation is that principals and vice-principals are rotated, without choice, throughout the system every six or seven years allowing them to repeat their success or avoid making the same mistakes too many times. Unfortunately, ordinary teachers can and do remain in ordinary schools for ever.

All state school teachers in Ontario must belong to a teachers' federation or association. They have become one of the most highly paid teaching professions in the world.

The salary scale for classroom teachers is £8,000 to nearly £20,000 and my Canadian exchangee, an elementary school principal, now earns £25,000 per year. Last November, after several months of negotiations when the teachers were asking for a rise of 11 per cent, they were offered 9 per cent, a referendum was sent to every school, 87 per cent of the profession agreed to the offer and they were paid the money within a week – it must be "the age of the computer". Incidentally, teachers still have the right to strike, but principals and vice-principals, by law, do not.

Many Toronto teachers take regular holidays in Mexico, the Bahamas and Europe, and own cottages on the lakes! They are highly regarded by employers and community alike.

Every North York school is closed to the children on, at least, two occasions a term for compulsory professional development. Staff sign-up for a variety of courses throughout the city ranging from skiing to financial management (over subscribed) and stress to T'ai-Chi (under subscribed).

Schools are also, regularly closed to allow teachers to discuss with parents their children's progress. The system encourages and almost demands professional development and numerous teachers on any one staff are always committed to several nights each week and a summer school, to obtain advanced qualifications – no one for instance can now become a principal or vice-principal until they have successfully participated on the appropriate course.

Each teacher is also annually assessed on-the-job by his or her principal One copy of the written report goes to the board, one on file and one to the victim.

In the city of about 100 elementary schools, there is one school for the arts where children are selected at age seven, by audition and talent, and specialize in a sports discipline (gymnastics or skating or tennis – all girls) or in the creative arts (music, dance, drama, art) for four hours each day.

By parental choice there are now eight schools running a French immersion programme where *all* instruction is in French from five years upwards and English is phased in much later. By rigid intelligence selection at Grade 2 (aged eight), another half a dozen schools run a "gifted programme" where children learn in small segregated classes of "high fliers".

Likewise, the provision for children with learning difficulties is outstanding. Special education is a growing concern and few resources have been spared to integrate children in need into the system. By law, children who have been in Canada less than two years (and many down town schools have only 15 per cent of pupils born locally) must receive daily help from a qualified ESL teacher. Also, students ascertained as mentally and/or physically handicapped are bussed to area schools with a maximum eight children to one teacher and aide.

Jack Baker is head of Dartmouth County Primary School, Devon. He spent the last two terms as vice principal of C H Best Elementary and Junior High School, Toronto under the scheme organised by the League for the Exchange of Commonwealth Teachers.

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In touch with parents

MALCOLM THIRLBY



Dear Parents – As you may be aware, the Government has recently decreed that children may only be caned with the parents' permission. In order to comply with this regulation and your wishes I ask you to complete the attached form.

If your answer to question one is in the negative, your child will be required to wear an approved badge at all times. This, tastefully designed in yellow and red, is a discreet 4¼in (10.72cm) in diameter, made of cast-iron and bears the legend: YOU CAN'T TOUCH ME SO THERE.

However, there is no Government funding for the scheme, and as I am sure you would not wish the school to be out of pocket, there will be a small deposit of £8 per badge. Nevertheless, as a concession to larger families and taking cognizance of the recession, we can offer a discount of 7½ per cent on two badges and a really splendid price of three for £20.

NB. Local authority grants are not available and the school rule re "wearing of badges" is waived.

The staff and I are anxious that there should be no diminution in this most useful punishment and we are reinforced in our belief by your messages of support. It would appear, indeed, that many are in favour of more caning, and to this end we are now in a position to offer a "Caning at home service", of mutual benefit to yourselves, the school fund and our deputy head (discipline), so that he can "keep his hand in" as it were.

Home visits will be charged at £3 + 10p/mile + 25p/stroke (six for a pound). Please note that recipients of this new service do not necessarily have to be pupils of this school. There is ample evidence that recalcitrant in-laws, grandparents and even wives can benefit.

Yours sincerely
W E CLOUT-FREQUENTLY
Headmaster

1 I give permission for my child to be beaten at any time for almost anything.
2 I am interested in the "Caning at home service" and enclose £2 registration fee.
3 I am interested in being caned myself and enclose a plain brown envelope for further information.

Malcolm Thirlby teaches English at Longlands School, Stourbridge.

The proposal by the Education Secretary, Sir Keith Joseph, to allow parents to opt out of corporal punishment for their children is not expected to have the force of law before 1985.

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REVIEW

HIGHEST PRIESTESS

Janet Watts on Vanessa Bell's enigmatic charm



Venessa Stephen 1903

Vanessa Bell. By Frances Spalding.
Weidenfeld & Nicolson £12.95.

Vanessa Bell was one of Bloomsbury's highest priestesses: herself a talented artist, and the friend and hostess of a gifted circle. It was she who chose and created the group's power-centres, the houses in Bloomsbury, Sussex and the south of France where she nurtured an unorthodox extended family of relations, children and friends. There she received the confidences of Maynard Keynes and Lytton Strachey, and the mistresses of her sometime husband Clive Bell; welcomed the visits of her sister Virginia Woolf and of her former lover Roger Fry; and painted every day in the company of her beloved fellow-artist, the homosexual Duncan Grant.

Her life was favoured, but far from easy. She was born in 1879 with the gifts of beauty, intelligence, and artistic ambition. "I hate to see so many women's lives wasted simply because they have not been trained well enough to take an independent interest in any study," her father Sir Leslie Stephen, editor of the Dictionary of National Biography, wrote in 1877, and the two daughters of his marriage to Julia Duckworth (Virginia was born in 1882) were richly to reward his conviction. But their mother died in 1895, when they were scarcely into their teens, and their gentle half-sister, Stella, two years later. Vanessa, the eldest child, suffered the brunt of her father's lamenting and repressive grief, and her longing to paint was further frustrated by her duties as housekeeper and tea-pourer at 22 Hyde Park Gate, the family house, and the attentions and invitations of George Duckworth, her disliked half-brother.

Leslie Stephen's own death in 1904 released his children's lives. Vanessa, Virginia, Adrian and Thoby moved to 46 Gordon Square, Bloomsbury, where "everything was going to be different", as Virginia Woolf later recalled. "We were going to paint; to write; to have coffee after dinner instead of tea at nine o'clock." This spirit of ordered freedom and dedicated creative work was to be the prevailing mode of Vanessa Bell's life, unshaken by emotional or domestic turbulence, the demands of children or houses, and the worst vicissitudes of her fate. She was not totally unharmed by the difficulties of her life, but she never lost the abilities she discovered in the crucible of her adolescence – resourcefulness, economy, self-containment, self-discipline – and displayed them in what Roger Fry acclaimed as "the beauty of your way of life". Virginia Woolf loved her for "never spending a pound or a thought carelessly, yet with it all free, careless, airy, indifferent: a very notable achievement".

The death of her brother Thoby may have propelled Vanessa into marrying Clive Bell, his closest Cambridge friend, in 1907; but this marriage, and her subsequent love-affair with Roger Fry, soon dwindled into comradeship. From 1914 Vanessa Bell's emotional life was dominated by her love for Duncan Grant, whose child, Angelica, she bore on Christmas Day 1918. Duncan Grant, who was sharing a bedroom at Charleston (their Sussex home) with David Garnett at the time, could not sustain their brief sexual relationship; but he continued to share Vanessa's houses, and she to receive his homosexual lovers, until her death in 1961.

This relationship brought Vanessa Bell "lasting benefit", in Frances Spalding's view, "and inestimable tragedy". This seems to me elegant fence-sitting. Vanessa Bell cut off her sensual life for the latter 40 years of her life, and her frustration was of the heart and mind as well as the body. This grief, compounded by the death of her son Julian, lies behind the wistful austerity that gazes out or looks away in her portraits, photographs and self-portraits. And the pain that Vanessa Bell concealed from her circle, and probably from herself, had a harsh bite. Its effect on her own character (whose integrity Mrs Spalding constantly stresses) and on those around her could be devastating.

To those outside her circle, the coolness of Vanessa Bell's bearing could become a formidable *froideur*. But her hold on her family and friends was as tenacious as her love and need of them were intense. She worked to keep her circle intact, cherishing the relationships that might have left it – Clive Bell, Roger Fry, Duncan Grant – and inhibiting those that threatened to intrude. She did her best to stop Maynard Keynes from marrying Lydia Lopokova ("*no one* can come into the sort of intimate society we have without altering it"), and prised Julian from his girl after he had (twice) taken out a marriage licence. She did not tell Angelica her true parentage until she was 18, at the terrible time of Julian's death in the Spanish Civil War; and did not enlighten her about her father's former relationship with David Garnett, who persuaded Angelica to marry him in 1942.



Vanessa Bell 1960

With the same passionate tenacity, Vanessa Bell went on painting all her life. It was her purpose, her solace, the essential element in her day. The paintings are the best evidence we have of this life; the quiet landscapes and still lives; the gardens dappled with sunlight and the flowers bunched at open windows; the decorative curls and cross-hatchings on pottery, bookjackets, Charleston itself.

It is a pity that Frances Spalding rarely records a personal response to Vanessa Bell's work. One's attention strays from her conscientious summaries of their composition and circumstances, throughout which an essential question – the effect of Vanessa's love for Duncan Grant on her work itself – remains unanswered. It is as if she does not dare to judge it. In the same way, Mrs Spalding writes about Vanessa Bell with an intelligent sympathy and meticulous attention to detail, but with a less than complete realization of her subject: often showing her in a kindlier light than her actions deserve, and a softer focus than her passions demand. And with the life, as with the work, she hesitates to give her own verdict.

Yet if it is Frances Spalding's weakness, as a biographer, to succumb to her subject's enigmatic charm, it is her strength also to convey a sense of that charm to her reader, who may finish this book by falling for it, too. With the sternest intentions, we may find ourselves too fascinated by the contradictions of this remarkable and indecipherable character to want, finally, to resolve their paradox.

The poverty of theory

Oonagh McDonald on one area of education which needs a really *radical* radical rethink

English University Adult Education. By John A Blyth.
Manchester University Press £17.50. 0 7190 0903 0.

Analysis and Ideology. By K H Lawson.
Department of Adult Education, University of Nottingham £4.50

Radical Adult Education: Theory and Practice. By J E Thomas.
Department of Adult Education, University of Nottingham £6.50 and £4.00.

Curriculum Theory in Adult and Lifelong Education. By Colin Griffin.
Croom Helm £15.95. 0 7099 1120 3.

Older Learners. The Challenge to Adult Education. Edited by Susanna Johnston and Chris Phillipson.
Bedford Square Press £5.25. 0 7199 1102 8.

Each of these books explores different aspects of adult, continuous or lifelong education. Once the Cinderella of education, it is now the focus of debate, no doubt partly because of rising unemployment and early retirement.

The best read is, perhaps surprisingly the history of English university adult education, unique because British universities alone have provided educational opportunities to all-comers without qualifications or examinations.

Blyth traces the development of adult education from the first outreach of the universities, the Oxford Joint Committee of university members and working class representatives from the WEA, inspired by Tawney's pioneering classes in economic history. From the beginning adult education took the form of three-year tutorial classes in liberal education. These became a formal extension of university education, following the Report of the Adult Education Committee set up in 1919 by Lloyd George as part of his post-war reconstruction programme. The universities were obliged to provide non-vocational adult education, later funded by the state.

Lloyd George's committee viewed adult education as an "inseparable part of citizenship" to be "spread evenly and systematically throughout the Community". To the Workers Education Association it was a means to social change. To the "workers" it was a second chance, vital at a time when less than 10 per cent of the children at elementary school went on to secondary education. No doubt they hoped it would be useful to them. The seeds of conflict over role and the content of adult education were sown in the 1920s, persisted through the 1950s, as described in the book, to the present. Adult education had to cope with competition from both secondary education, television and other leisure pursuits in the 1950s. All kinds of devices were used to attract students, and the shift away from the three-year course began. The WEA's commitment to its social mission began to fade.

Blyth's account raises so many unanswered questions. As far back as 1909, the Master of Balliol claimed that a quarter of the essays submitted to Tawney by his working class students were of the same standard as first class honours university students. His judgment helped the spread of extra-mural education, but no one invited the adult students to become undergraduates. Why not? Blyth does not even ask the question. Apart from London University and distinguished institutions, like Birkbeck College, British universities did not allow part-time students to work for degrees and diplomas. Why did the unique tradition develop?

The WEA hoped to achieve social change through their classes. Did the movement succeed? How did Tawney and others evaluate it? Did it, as some have claimed, help to bring about the dramatic social and economic changes after the Second World War? What was the role of the compulsory WEA lectures to the Forces during the war? It is extraordinary that none of these issues are raised in an otherwise eminently readable account of British adult education.

The whole concept of a liberal adult education comes under attack in *Radical Adult Education; Theory and Practice* and *Curriculum Theory in Adult Lifelong Education*. Thomas states that "policy makers" have been unduly concerned with liberal values and have failed to identify, let alone satisfy human wants of social and economic preference. To achieve social change, adult education must involve a radical Marxist critique of society. The WEA could not hope to change society by teaching liberal arts subjects in close cooperation with the universities, part of the power structure of society. Thomas does not justify his theory of radical adult education or explain its implications for students and courses. Instead he contents himself by explaining how radical adult educationists will be persecuted for their views, presumably as a way of warding off criticism of a superficial book.

Colin Griffin puts forward another version of radical adult education, derived from the work of Ettore Gelpi, chief of the UNESCO Lifelong Education Unit. "Education for Change" is the new slogan. Lifelong education depends on an analysis of the division of labour in society, the social relations of production, which express this division and the process by which the curriculum categories of all educational institutions reproduce or transform the social distribution of knowledge. Adult education can bring about social change, provided it is not a "compensatory instrument", and if it is based on "social forces and not on structures". The jargon in which Gilpi's views are expressed in this book make it unclear whether they merely state the obvious, or whether they give some real insight into the role of education in social change. This account of Gilpi's views leaves the reader to guess what kind of adult education defined as "the social construction of knowledge in the relations of production", UNESCO's chief secretary would consider appropriate in any given society – and whether his own theory is also to be defined in these terms.

The ideology of adult education is further explored by Lawson in *Analysis and Ideology: Conceptual Essays in the Education of Adults*. Lawson applies "conceptual analysis" to various current theories of adult education in particular these radical theories on the "new sociology of knowledge". That is the theory that knowledge reflects the hierarchical and competitive structure of capitalist society. Education serves the ends of capitalism. It is essentially instrumental. That is why liberal studies courses cannot meet working class needs, but must be replaced by a radical adult education which serves working class values and functions as an important part of the "struggle for socialism", as a "radical force in an unequal society". Lawson does at least try to spell out the implications of such views and examine their justification. But he does not subject these theories, particularly the concepts of knowledge and "subjects", to the rigour conceptual analysis requires. Nor does he, or indeed any of the authors here, inquire into the nature of "working class values" and culture which radical adult education supposedly incorporate.

It is with something approaching relief that the reader may turn to *Older Learners: The Challenge of Adult Education*. Here at last the authors describe actual attempts made to engage the unemployed, the retired and the frail elderly in experimental programmes of adult education. It seriously attempts to put forward practical purposes for radical approaches to adult education, but even then, the experiments described show the difficulties of actually involving many adults in education.

There was one noticeable gap in all these books, namely, a serious reference to new technology and its impact on the industrial, social and economic structure of society. Are we in a post-industrial society? Does that require a radical re-examination of adult education? Not even the radical theorists explore that.

ARTS

Rant against power

The Genius. By Howard Brenton.
Royal Court Theatre.

The central image of Howard Brenton's *The Genius* is a phosphorescent green skeleton playing Bach on the violin. The music grows more dissonant, until it terminates in an explosion.

The sound is like a nuclear explosion, an end-of-the-world type of bang; and this is the noise that punctuates the play throughout its eight scenes, most of which occur in an odd and witchy wood. Brenton has always been an angry apocalyptic writer, even when there was not a bang in sight: now that the big one is nigh, he has found his note and thunders furiously. The play is one long climax, with sentimentality the other side of rage – that *Bach* on the violin – constantly sawing away with a limp hand. Yet the primary target of his rage, unlike the cartoon capitalists which invest his other plays, seems a worthy object of fear and hatred, and contrary to Brenton's fans, I found this play curiously appealing.

The subject is a Faustian quest for knowledge. Leo Lehrer, the genius of the title, is an MIT professor of maths, a Nobel prize winner who has innocently discovered no less than a follow up to Einstein's $E = mc^2$ which will produce a new generation of destruction. Rather than spill it to the CIA, he has allowed himself to be shipped to an unnamed "English university in the Midlands" where he intends to keep mum, snort a bit of coke, do a bit of dope, and screw the bursar's wife Virginia – who happens to be a lapsed mathematician herself. Brenton still can't write for women and he continues to contrive emotion as either jowel/wagging rhetoric or flower-strewn sentiment, but he gives women an increasing share of his cake.

The other genius in *The Genius* is a first year girl student from deprived Watford who discovers the same calculations for herself. This she does while singing (Brenton's own, but hardly inventive, equation of music with science runs through the play) a little ditty and absentmindedly drawing suns in the snow with the tip of the umbrella. Enter a couple of Marxist punks, who exit; enter Leo and Virginia, who begin to make love in the snow directly on the equations until Leo – apparently the sort of chap who never closes his eyes – sights the numbers on the ground at the point that Virginia's husband discovered the couple.

Like a lot of angry people, Brenton believes in conspiracies and ordained coincidences and his play is made of improbable collisions which come so thickly that after a time one no longer asks oneself why his team of distantly-related characters are always bumping into one another in a remote corner of a wood or fetching up together at the vice chancellor's summer party – where Gillian, the genius-student, wanders on dressed as a nuclear victim and Leo serves up his pee to the Marxist boy student. But purposeful conspiracies abound as well: that Marxist turns out to be a British spy, to whom Leo hands over the calculations that the American government – very uncharacteristically, even if one generally does not believe in conspiracies – failed to wrest from him. Gillian then turns in her set to the Russian embassy "so that there will be no more secrets" (as if not having secrets stopped anyone from building bombs) and the play ends inchoately and with a whimper as well as a bang, on Greenham Common.

Despite Trevor Eve's strenuous pretty-boy-lost trumpeting as Leo, there is something sympathetic about his character and truthful about the dilemma of modern science to repress or explore its discoveries. The atmosphere of oddity and anger and incoherence, always present in a Brenton play, now seems very much like the weather in the streets – though not his characters' typical urge to orate at one another (and us). Danny Boyle's direction produces two good performances from Clive Swift and Hugh Fraser, both paradoxically two joke-academics (the play pounds the stuffing out of academia but one can't fault it there except for obviousness); but also a host of indifferent or even bad ones. Peter Hartwell's emblematic designs are flown majestically up and down, unfurling and curling like brilliantly-coloured vultures, providing a perfect visual treatment for this strange, alchemical, nearly mystical, rant against power.

Victoria Radin

Toehold on truth

The Comedy of Errors.
The Royal Shakespeare Theatre, Stratford-upon-Avon.

"This is fairyland," says Dromio of Syracuse, and the RSC responds by allowing a designer to run riot. Ultz's costumes erupt where the circus meets the stock exchange. Luciana is got up as a poodle-trimmed meringue and merchants sport pin-striped tights. The Dromios are classic red-nosed, raincoated and baggy-cheek-panted clowns. All are blessed (or cursed) by variously successful clown-type make-up.

Ephesus (like all good farce venues) has been diagnosed by Adrian Noble as irredeemably bourgeois. The threats to civilization (more correctly, to civilized living) arise from the apparent abuse of the bonds of sex and commerce. (It is no accident that the rift between Syracuse and Ephesus has been caused by trading malpractice and that it is the sundering of marital partners [Egeon and Emilia] that has separated the pairs of twins.) The misunderstandings and mistakings are bad enough when the marriage of Adriana and Antipholus of Ephesus is jeopardized; the can of worms really hits the fan once the business world is thrown into disarray. To set it right sex-and-commerce incarnate (the Courtezan) and its opposite (the Abbess) will be required.

The acting style prints everything in capital letters. Complexity is discouraged. Every thought, every action has its personalized sound or lighting cue (not always on target or on tune). Some of the principals, notably Paul Greenwood and Richard O'Callaghan, survive these constraints better than others. The trick is to keep a toehold on truth. No matter how inflated the performance, it's essential to preserve the initial impulse. It's a technique perfected by Zoe Wanamaker as Adriana, I-ess pinioned than some by Ultz's ministrations – Chanel suit, crushed-strawberry extremities, pierrot tear – she is free to launch full-bloodedly into tragedy and tantrums, with a histronic, house-high anguish that is rooted in a desperate, truthful pain.

There is a nice differentiation in the two master-servant relationships. The gentler Antipholus (Greenwood, of Syracuse) has the hangdoglike, devoted, easily wounded Dromio (O'Callaghan), while the with the volatile, raffish, bullying pugo-tempered Antipholus (Peter McEnery, of Ephesus) has toughened *his* Dromio into a defensively canny bubber-and-weaver.

When the physical riot does proceed directly from emotional confusion the effect is exhilarating: both funny and true. But in the early acts here there was a hint of the heresy that exposition is boring and of the stand-up comic's smug and irritating "You're really going to love this one".

Jill Burrow

Hardy encounter

During Wind and Rain.
Midlands Arts Centre, Birmingham.

Ray Speakman has drawn on biographical material, much of it to be found in Robert Gittings' book, *Hardy and His Women*, to explore the premise that a writer's emotional life is buried in his writing. He presents his ideas in the form of a play for three characters, *During Wind and Rain*, which has been previewing at MAC prior to a schools and colleges tour in the region this autumn.

Speakman creates an imaginary encounter between Hardy and a young country couple, Reuben and his "intended" Julia, which takes place during the period of the building of Max Gate. Hardy's fascination with the young woman, whose dark good looks and independent spirit epitomize many of Hardy's fictional heroines and real-life loves, and his paternalistic friendship with the young man, an echo of his own other self, are persuasively presented as a manifestation of inner conflicts in Hardy and the spur to his writing.

Passages of Hardy's poetry are woven into the dialogue but Speakman also creates his own text and catches something of the tone and rhythm of Hardy's writing. Some psychological points are too heavily underlined but as an imaginative fusion of biography and literature it makes an intriguing catalyst for looking again at some of Hardy's best known works and with three good performances and some atmospheric staging from Thin Ice Theatre Company is an interesting short play in its own right.

Schools requiring more details of the production or enquiries about booking should telephone Paul Thomas on 021 440 4221.

Ann FitzGerald

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Children's literature

Out of this world

Dragon's Blood. By Jane Yolen, Julia MacRae £6.95. 0 86203 126 5.
Another Heaven, Another Earth. By H M Hoover.
Methuen £5.95. 0 416 23040 7.
Friend Fire and the Dark Wings. By J G Fyson
Oxford University Press £6.95. 0 19 271467 8.

Jane Yolen has envisaged an entire world dependent on cock-fighting: Austar IV, "one of the better-known R & R planets in the explored universe". An economy based on gaming removes the need for political complexity; a barren, desert landscape avoids the need for geography, botany, zoology, ethnology; recent settlement sidesteps history; a society derived from a convict/guard hierarchy, consisting of masters and bond slaves, reduces social issues to a similar manageable simplicity. The stage is set, then, for a straightforward science fiction story about a boy proving his worth in a competitive male atmosphere and establishing his deepest bond not with another human but with an animal: in this case the fighting cock which will allow him to "fill his bag" and buy his freedom. The bag, which all bond slaves wear around their neck, contains a "grave coin" and whatever money the slave can earn or steal; it is a useful image both of servitude and possible liberation, with undertones of meaning which allow some clever coinages; the brothels to which most female slaves are consigned are known as "the Baggeries". The boy is Jakkin (that tiresome double k recurs in all proper names – another labour saving device). He steals a hatchling from his master Sarkkhan, raises it and trains it in secret, and, with the help of a girl, Akki, and Sarkkhan's acquiescence, enters it for the fight which will make or break him. He achieves a great success, but, in a touch which promises a sequel, refuses to "fill his bag" till he can mortgage his freedom to Akki.

All this is competently done. The disappointing thing is that in providing an appealing daydream for readers contemplating, like Jakkin, the transition to manhood, Jane Yolen makes no attempt to step outside the strict limitations of her one-dimensional world, despite having demonstrated in her *Touch Magic: Fantasy, Faerie and Folklore in the Literature of Childhood* (Philomel, New York, 1981) a real understanding of the ways in which story can enlarge our capacities. Her one imaginative act – and that necessary to mask the cruelty of her central idea – is to replace spurred poultry with fire-breathing dragons; her insistence on referring to these creatures as cocks and hens mars the intended effect of majesty.

H M Hoover in *Another Heaven, Another Earth* also simplifies, but she does so for a purpose. By juxtaposing two extreme cultures, one a tiny peasant community stranded on a far planet (the remains of a failed colony), the other the crew of a space probe, H M Hoover has constructed a most powerful fable about the meeting of cultures at different stages of development, and a most stimulating argument about the nature of "progress". The space explorers repeat once again the mistakes of explorers on earth before them: they bring disease, cultural arrogance, commercial greed, fear, misunderstanding. And yet they are, for the most part, well-meaning. One of them, Lee, apologizes to Gareth (a "primitive" woman) " for our trespassing". She says, "I don't know why we've changed". "Because your world is dead," Gareth replies. And though it means in the long term the extinction of their culture, and in the short term a hard struggle against hunger, illness, an unwelcoming world, the benighted remnants of the forgotten colony refuse to be rescued by their discoverers. If one suspects that in real life such a solution would be unlikely, in terms of this book it provides a satisfying and thought-provoking resolution of the story's themes. It is a novel full of ideas which are not stated but embodied in action; realism, despite the care and verve with which the world of Xilan and its resident and visiting communities are delineated, is not the object.

J G Fyson is probably not aiming for realism in her *Friend Fire and the Dark Wings*, either; her central concern is, I would guess, to demonstrate the wisdom and compassion of "the Great Lawgiver". All the same, her version of what a recent film about prehistoric man termed "the Quest for Fire" suffers badly from its failure to convince the reader of the viability of the life it depicts. Her characters, isolated in a single nuclear family, seem too physically advanced to be so socially and linguistically inept, to live the simple hunt and hide life she describes. Because the novel has no sense of place, we have no idea where we are in space or time. This sense of dislocation, which prevented me from caring much whether fire was found or lost, is emphasized by the use of similes which relate to the readers' experience, not the characters'. When the family finally meets other humans, the hubbub of voices is "like a whole orchestra in a cathedral", both orchestra and cathedral direct our attention away from the scene at hand. Similarly to mix in with Yan, Lari, Gunu and Owee a "little brother Joe" imports too much of our world into theirs. Yet J G Fyson's prose, despite an overplus of conjunctions at the start of sentences, is clean and vivid, and *Friend Fire* will take its place alongside John Christopher's *Dom and Va* and Henry Treece's *The Dreamtime* as a bold attempt to imagine the mental world of our most remote ancestors. For all its flaws it, like *Another Heaven, Another Earth*, assumes a thinking not a daydreaming reader, one who is puzzled and absorbed by the great questions of human existence.

Nell Phillip

ARTS

Nightmare vision

Colossus. By Clive Barker.
Cockpit Theatre Summer Drama Project

Yo lo vi, Goya used to say: I saw it. In *Colossus* Clive Barker attempts to put that "it" before us on the stage. Indeed, the sprawling, rambling play pulls very few punches in depicting the full horror of the Spanish painter's nightmare vision of the world. Before five minutes have gone by there is an insane old woman cradling first a dead and bleeding dog then, when that is taken away from her, the severed and bleeding leg of a soldier. Later, a gardener untimely rips a foetus from the body of his dead wife and eats it.

Revolting, yes, but there was a sort of point to it all. Like previous Cockpit Summer Drama Projects (remember *Bushmen*, naked savages confronting the twentieth century; remember *Just Good Friends*, a youth theatre mounting a musical about homosexuality . . .) *Colossus* was attempting to say something about the world. Barker and his company of 16 to 20-year-olds set their play in the Spain of 1811. Napoleon's army has just stormed a castle, bringing death and destruction right into the very backyard where Goya is painting. Through the reactions of the 65-year-old artist, scuttling around the stage like a bandy Bernard Levin, they ask us to "look at the world in the minutest detail". Only by remembering what has happened before, Mr Barker suggests in the programme, can we "hope to improve our state". Hardly an original proposition, but it's all done with the best possible motives, and in the best possible taste, you see.

Or perhaps not. Midway through Act 1 Mr Barker is hoist with his own petard when he makes a strolling player describe a production of *Don Juan*. Offering a moral play, he says, they can includes scenes of rape and buggery as long as they tut-tut censoriously afterwards. That way they keep both the audience and critics happy. With *Colossus* in mind, however, it's still a case of having your baby and eating it.

Hugh David

Choral Orwell

Animal Farm.
Belgrade Youth Theatre, Coventry

Nelson Bond's adaptation of Orwell's fable on political revolutions is more of an extended choral speaking piece than a play, with each character narrating their own part in the drama and linking text spoken by a narrator.

The young actors are constrained in their performances by the need, even at the most active moments, to keep their part of the narration going and director Ivor Benjamin has added some selfconsciously arty touches of humour in which lines of narrative are repeated dramatically: "there was a triumphant shout" says the script and everyone yells, "triumphant shout". This tongue-in-cheek approach sits uneasily with the directness of Orwell's story-telling. But it only crops up occasionally and the actors tell the story with a clarity and truthful simplicity which goes to the heart of the work.

Former students of the Belgrade Youth Theatre – a director and four actors – can also be seen in Coventry at the moment with their newly formed community touring company, Tic Toc Theatre. Their production of **Meat**, a satire on the macho-stereotyping of young men by society's expectations of them is fast-moving and often witty with a clever use of projected slides of news and advertising material as a counterpoint to the dialogue, but is marred by some moments of the very crudity it seeks to attack. There are plans to tour it to schools and youth clubs this autumn, for which some changes in the style of presentation will be required.

Ann FitzGerald

Wild project

Looks Natural is the latest project initiated by the enterprising education department of the World Wildlife Fund. It follows the success of *Sounds Natural* which culminated in the production of a wildlife musical *Yanomamo* (seen lately at the Edinburgh Festival) and a book which has become a Boosey and Hawkes best-seller.

Looks Natural, like its musical predecessor, will involve teachers and their methods but this time in art departments. The idea is to stimulate children to look at their environment and express their feelings about it. The teachers method will be deemed as important as the final products of the pupils and so will constitute an integral part of the book which is expected to result from the project.

Schools are invited to contribute an entry consisting of up to six examples of art work and a teachers report in three age categories ranging from seven to nineteen. The judges will include Raymond Briggs, the favourite picture book artist whose *When the Wind Blows* showed the effects of nuclear war on ordinary people, Ron Van der Meer of the Royal College of Art and Bev Joicey, secretary of the National Association of Art Advisors. Ten schools will be awarded £200 each to spend on art materials. The project is sponsored by the Colonial Mutual Life Assurance Society Ltd. Entry forms may be obtained from the Education Department, WWF-UK, 11–13 Oxford Road, Godalming, Surrey GU7 1QU, and completed entries should arrive at that address by January 25, 1984.

Heather Neill

Art facts

The Policy Studies Institute this week published **Facts about the Arts**, a first-ever summary of all the available statistics on the finance and distribution of artistic activities in Great Britain. 135 tables and 45 charts describe the statistical circumstances of arts subsidy and commercial patronage, analyse the numbers involved in artistic activity and the nature of their audience, and supply detailed information on the performing and visual arts, literature, film and broadcasting. The report shows that government expenditure on the arts has more than doubled in real terms in the past ten years. On the other hand, the United Kingdom's public expenditure per capita on the arts is less than that of Austria, Denmark, France, West Germany, the Netherlands, Norway or Sweden.

Robert Hewison will be taking a closer look at *Facts about the Arts* in next week's *TES*.

Indian file

Hiawatha, the National Theatre's spectacular version of Longfellow's poem which has been much enjoyed by children and adults alike for three Christmases in London, has taken to the road. Until Saturday it is at the Birmingham Hippodrome. Next week the production will visit Bristol followed by short seasons in Nottingham, Liverpool, Hull, Aberdeen, Inverness, Leeds, Belfast, Blackpool and Sheffield. Besides providing an exciting theatrical experience, *Hiawatha* can stimulate all kinds of work on the life of North American woodland Indians in the nineteenth century and modern times:

Playing with yellow fire

Shame. By Salman Rushdie.
Cape £7.95. 0 224 02952 5.

Salman Rushdie would be the last person to deny his friendly relationship with the compilers of *The Thousand Nights and a Night*. *Shame*, like *Midnight's Children*, is easiest to read as an open-ended pattern of seductive short stories, beginning with The Tale of Three Sisters Who All Gave Birth to the Same Child (and hid it in the house for 12 years), leading to the Tale of Bilquis (who was left naked and eyebrowless when her father's cinema blew up), the Tale of Talvar Ulhag, the Police Officer with Second Sight (who could solve a crime before it took place) the Tales of the Impossible Mountain and the Embroidered Shawls and the Monologue of the Hanged Man. The momentum of these stories and the power of controlling them with all their near-disasters, their luscious details and their bizarre shape-changes is one of Rushdie's great gifts as a novelist. He is at ease with them and at the same time exhilarated.

In *The Thousand Nights and a Night* the role of the story-teller is a servile one, but it is also magical, and it saves Shehereзade's life. Rushdie, like Hawthorne, Günther Grass and Milan Kundera, tells stories as a confessional for the conscience of his nation, perhaps, too, for his own. In one of his frequent personal appearances in the narrative he explains to the reader the starting-point of this book: it was the arrest of a Pakistani, living in the East End of London, who believed that his only daughter had brought dishonour upon him by making love to a white boy, and stabbed her to death. Rushdie was appalled, he says, "but even more appalling was my realization that I found myself understanding the killer. The news did not seem alien to me". Between shame (in the sense of honour) and shamelessness he believes that his nation is fatally divided, and there, too, are the roots of violence.

All his main characters, however engaging, however preposterous, have their satirical weight to carry. The cinema which blew up and left Bilquis naked had tried to show films for both Hindus and Moslems – that was why it was destroyed. Good News Hyder, who gives birth to too many babies, hangs herself rather than go on over-populating. Babar Shakil, the selfless partisan, emits a golden glow which makes him an easy target for a bullet. Sufiya Zinobia, who has "a creature inside her, the hot thing, the yellow fire" is Shame itself, or what the whole world should feel as shame. And Sufiya and Babar are microcosmological figures, of the order of Joyce's Finnegan, causing earthquakes and turmoil. How else can he write, Rushdie asks us, about history since the partition? "Suppose this was a realistic novel! Just think what else I might have to put in!" His Pakistan, where 20 hangings were necessary to legitimize the hanging of Bhutto, is fantastic beyond the fantasist's dreams. The revival of Islam has failed, he believes, as a unifying force, and although there are other myths he would like to recommend – liberty, for instance, and equality – he is not hopeful about them. And so his novel, which set out with such grotesque light-heartedness, darkens steadily towards its frightening close.

Salman Rushdie speaks brilliantly in different voices, all the Indian-English ones as well as his own (although he fears he may be reproached for "the foreign language wrapped about him like a flag"). The kind of novel he writes demands not only stories within stories, but narrators within the narration, providing some kind of self-defence for the author. The hero, a marginal hero hovering on the outside of events, is another tale-teller, the poet Omar Khayyam, chosen, presumably, because the real Omar was a doctor and astronomer and his reputation as a poet was created by an England translation. Rushdie's Omar is of dubious origin, perhaps with an English father, and he is a coward, a voyeur, a reader of other peoples' notebooks, cut off from reality. "History is for the strong: there is no room for him in it". As an observer of the world he is shameless, until he reaches the end of the last and most horrible of the tales, and has to face Shame itself.

Is this novel what the publishers call it, "an uproarious entertainment"? *Shame* has less tenderness than *Midnight's Children*, even more invention, and an even deeper sense of unhappiness. "I tell myself that this is a novel of leave-taking, my last word on the East from which, many years ago, I began to come loose." But if he is judging his country, Rushdie is not prepared to exempt himself from judgment.

Penelope Fitzgerald

Next week

Stuart Maclure reviews a new biography of Sir Hugh Greene; David Sweetman reviews David Lamb's *The Africans*; Michael Church reviews Ronald Hayman's *Brecht: A Biography*

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Sociology, social studies & politics

New weapons for the armoury

Stuart Billingham looks at some new texts for A level sociology

Sociology in Context. By Jack Nobbs.
Macmillan Education £8.50. 0 333 34107 4. £5.50. 27298 6.
New Introductory Reader in Sociology. By Mike O'Donnell.
Harrap £6.50. 0 245 53935 2.
Exploring Society. Edited by Robert G Burgess.
British Sociological Association £3.50. 0 900569 08 X.
The Problem of Sociology. By David Lee and Howard Newby.
Hutchinson £7.95. 0 09 151511 4.
The Family and Industrial Society. By C C Harris.
George Allen & Unwin £12.95. 0 04 301155 1. £5.95. 301156 X.
The Perspective of Ethnomethodology. By Douglas Benson and John A Hughes.
Longman. £3.50. 0 582 29584 X.
A Dictionary of Social Science Methods. By Patrick McC Miller and Michael J Wilson.
John Wiley & Sons £18.35. 0 471 90035 4. £7.50. 90036 2.

Until quite recently teachers of A level sociology had a very limited choice of texts. Throughout the seventies Peter Worsley's *Introducing Sociology* and Stephen Cotgrove's *The Science of Society* dominated the field: indeed, they *were* the field. Reworked into several editions these texts managed to keep abreast of developments in the discipline but their structures (if not the preferences of their authors) made it difficult for them to fully accommodate the major shift toward a "perspectival approach" to teaching the subject at this level which gathered momentum in the mid-seventies.

The appearance in 1980 of Michael Haralambos' *Sociology: Themes and Perspectives* gave both teacher and student ready access to this approach and in many ways has become the blueprint for subsequent introductory texts: so much so, that we are now faced by a vast array of texts covering the central topics of A level syllabuses through an examination of what writers in the different sociological perspectives have written about them. *Sociology in Context* is the most recent addition to the genre.

In several respects Nobbs has made an uneasy transition from writing for students at Ordinary level to writing for those at A level. For example, while tabulated summaries of findings or theories are useful for O level students they often distort the discipline. While this may be excusable at this level the danger is avoidable in further study where the student can be exposed, in stages, to the ambiguities, contradictions and uncertainties which characterize much sociology. When Nobbs writes, without clear qualification, that for Marxists social class refers to people who "are *conscious* of belonging either to the class which dominates the means of production or to the class which suffers the common plight of being exploited by the dominant class" (page 30) or, "there are three main categories of *homo sapiens*: Caucasian, Mongolian and Negroid" (page 414), the dangers of summaries become all too clear.

Equally, Nobbs appears to have underestimated the level of conceptual analysis currently demanded of both teachers and students at A level. For example, he does not explicitly treat the state: an omission all the more surprising since he does deal with the elderly, poverty, racial prejudice, delinquency, unemployment, drug-dependency and urbanization as social problems. These topics cannot be adequately discussed unless the student has at least a passing acquaintance with notions of the state. Similarly in the discussion of class stratification the terms class fraction and lumpenproletariat are ignored while the concept underclass is dismissed in three lines.

While *Sociology in Context* is clearly laid out, written in simple language and includes some novel examples it also contains some highly dubious assertions, is no more up-to-date than similar texts (and often less so) and ultimately fails to "grasp the nettle" of A level sociology. It would not be the best choice as a central text.



"I'm sorry, pet, but I've never had a photo took of me in all my life. It's nee good now, hinny, I'm past it now." not everyone invited to sit for Sirkka-Liisa Konttinen in her studio, free to residents of Byker, felt able to face this facet of the modern world head-on. A great many did, however, and many more consented to be snapped as they walked the dog, dandled their babies, had their hair cut, washed the step or washed themselves: Byker (Cape £3.95) is an affectionate portrait of yet another urban community destroyed by a combination of official neglect and its over-hasty remedies. (Housing Policy and Practice, by Peter Malpass and Alan Murie, published by Macmillan, gives a full account of the Byker redevelopment story.) Ms Konttinen's photographs have also been turned into an exhibition organized by Side Gallery, and are on show this month at the Royal Festival Hall: coals, this time, *from* Newcastle rather than to it.
Michael Church

In contrast the *New Introductory Reader in Sociology* should be an immediate choice. It is without doubt the most useful addition to the A level teacher's armoury to have appeared in recent years. It comprises 78 selections from the works of leading writers in all the standard areas taught at this level and also in those "new" ones recently introduced, for example, by the AEB. Many selections are already widely used but others will be less familiar. All, however, introduce the student to central arguments and themes in the writings of key authors.

In the sections covering health, development and the media, teachers have a clear guide to essential themes and access to articles previously difficult to track down. O'Donnell contextualizes selections with short but pertinent preambles and the section on methods (which is, thankfully, selections *from* rather than *about* research) will be invaluable given the emphasis now placed on methods and the use of stimulus material. The preamble to the first section raises some of the doubts about a "perspectival approach" and in this O'Donnell offers something which is both necessary and provocative.

Exploring Society is also a collection, but of articles covering fewer areas. The articles survey the relevant literature and are refreshing because they argue a case: something often avoided by those writing for students at this level. Once again the "new" areas are prominent and the article on post-16 training and employment is very welcome. Moore's article on immigration and racism provides a much-needed corrective to the very weak discussions of this area currently offered by introductory texts (and could profitably be used in conjunction with the very good section on race in O'Donnell's reader). Yet perhaps the most useful aspect of the book is the listing of resources for further study offered at the end of each article. These draw students away from their main textbook and toward less obvious sources. Teachers struggling for material will find these heaven sent.

While designed with undergraduates in mind, *The Problem of Sociology* will be stimulating reading for teachers at other levels if only because it demonstrates that teaching sociology does not *have* to be a trip through "the institutions" via "the perspectives". The prologue is particularly interesting. No student (or teacher for that matter) could fail to benefit from reading and reflecting upon the authors' argument that sociology rests upon "systematic doubt" not from emulating the way they introduce key concepts into their writing. The attempt throughout to weld theory, data and methodological issues with the historical roots of the discipline is well-intentioned and works well enough although at times it generates passages which some beginners may find difficult.

It is style (though in much greater measure) which detracts from *The Family and Industrial Society*. Yet while it is somewhat turgid, often dry and reminiscent of a style common in the early sixties it does represent the most impressive discussion of the family currently available. It examines the familiar debates about the pre-industrial family, the family and capitalism and provides a most thorough review and critique of functionalist accounts. It will become a standard even though Harris cannot match his style of oral presentation when he writes.

Style is not a handicap for *The Perspective of Ethnomethodology*. Here, at last, is a book which presents the ethnomethodological discipline in clear terms and addresses some of the issues which many will have found difficult. For example, in an outstanding chapter Benson and Hughes enunciate the links and divergences between ethnomethodology and other traditions exposing among others those with symbolic interactionism, Weber and Schutz. This chapter alone makes the book worthwhile especially for those who have (like me) squirmed in front of a class when trying to verbally unravel such connexions and comparisons. Above all this is a book which will open up a notoriously difficult area to a wider audience.

A Dictionary of Social Science Methods is unlikely to seize the imagination of a new readership but will no doubt be useful to those who already find such books helpful.

Thinking-man guides

Key Sociologists. Series editor Peter Hamilton.
Tavistock £6.50 and £2.95 each

Marx and Marxism. By Peter Worsley. Peter Worsley concentrates on the uses to which Marx's thought has been put, distinguishing between those which are still valid and those which are now merely time-bound and redundant. As a general introduction to Marx himself, David McLellan's Modern Masters study and Eugene Kamenka's *Portable Marx* will remain the best bet.

Sigmund Freud. By Robert Bocock. Freud may still seem a strange figure to find in a series of books about sociology. The one-to-one therapeutic method of classic psychoanalysis appears to be the very opposite of a truly "social" process. Nevertheless, Freud's examination of sexuality, the family, authority and language has profound implications for the study of society. Debate still rages as to whether Freud was a radical or a conservative thinker. It seems safer to say that he looked to conservative ends while his method pointed to radical solutions; a younger generation of Freudians, beginning with Wilhelm Reich, demonstrated the compatibility of many of his ideas with Marxism and tried to develop a social critique which began with individual sensibilities and complexes rather than with abstract social and economic forces. In feminist theory, that effort is still visible today and Robert Bocock has made an impressive contribution to our grasp of the wider implications of Freudian thought.

Max Weber. By Frank Parkin. Probably the clearest and most useful (to the lay reader) of the series, Frank Parkin's study of Weber is divided to cover the four main currents of the great sociologist's work: his insistence on "neutrality" and on the need for historical explanations; his analysis of class, status and party; his theory of authority and political power; and his famous study of religion and the rise of capitalism.

Emile Durkheim. By Kenneth Thompson. Kenneth Thompson's study of Durkheim suffers from having appeared so near to Steven Lukes' exemplary critical edition of Durkheim's *Rules of Sociological Method*. This is the longest book in the series so far as befits Durkheim's place in sociology; perhaps more than any one else, Durkheim translated Auguste Comte's original ideal into a fully fledged academic discipline. The "history men" were still a long way off in the 1890s but Durkheim gave sociology its modern form.

Talcott Parsons. By Peter Hamilton. Depending on your point of view, Parsons was either a mad obscurantist or the first real systematic philosopher of academic sociology. His work is frankly unreadable, riddled with endlessly long sentences, endlessly qualified, with a new item of terminology appearing after every comma, and dotted with diagrams of boggling complexity. However, for all his inaccessibility, Parsons is a key sociologist in every sense and has contributed some of the discipline's more forceful and valuable concepts: role, institution, internalization. Peter Hamilton makes the best of it and shows the way to some of the more accessible of Parsons work. It isn't *all* unrelievedly cerebral and some of it, in contrast at least, is actually enjoyable.

C. Wright Mills. By John Eldridge. Mills' *The Sociological Imagination* (1959) is one of the key books of post war social thought (with the added fillip of a demolition of Parsons' style if not his method). Apart from this powerful and entertaining study of the nature of sociological thinking, Mills wrote a remarkable range of books, from technical discussions of Weber and "character" to popular accounts of social types and of political movements, and to prophecies of doom in *The Causes of World War III*. Mills was a democratic socialist, completely unimpressed by what he considered the "fetishism of method and technique". Edward Shils' rhetorical question lays out the Mills problem, one John Eldridge has gone some way towards solving: "What does this solitary horseman – who is in part prophet, in part a teacher, in part a scholar and in part a rough-tongued brawler – a sort of Joe McCarthy of sociology, full of wild accusations and gross inaccuracies, bullying manners, harsh words and shifting grounds – want of sociology?" The McCarthy sneer was unworthy and the answer is painfully simple: Mills wanted a better society.

Brian Morton

Something like this

Letters to a Grandson. By Lord Home.
Collins £6.95. 0 00 217061 2

Writing to a grandson "recently awakened to curiosity about what has been going on in the world during the past half-century", a conscientious grandfather would wish, surely, to instil a regard for factual accuracy. In this respect, Lord Home sets his grandson an indifferent example. For instance, he tells us that Stanley Baldwin gave "half his considerable fortune to the nation in 1914 to help the war effort". No Baldwin biography records any such transaction in 1914. Presumably, Lord Home is referring to the cession, *after* the war, in 1919, when Baldwin presented £120,000's worth of new War Loan (a fifth of his fortune) to the government for cancellation. To conceal his identity, he signed his letter to *The Times*, exhorting other rich men to make a similar sacrifice, with the initials of his office, FST (Financial Secretary to the Treasury).

At times, as when sketching (if that is not too precise a term) the Cuban missiles crisis, Lord Home resorts to such vagueness as: "The sequence of events was something like this." Something like, but not very like: he has the Russian fleet setting sail for Cuba after it had actually turned back in mid-ocean. Such matters are quickly checked: why does Lord Home not pay his grandson (let alone the reader) the courtesy of verifying them? He even manages to land Chamberlain at Northolt aerodrome on his flight back from Munich: whereas all the world knows that it was at Heston that he so complacently fluttered his worthless piece of paper in the breeze.

But if the "factual" basis of the book is often thus insecure, this shakiness is as nothing to the oddity of some of the judgments paraded: for example, his assertion, *tout court*, that "Chamberlain was right at Munich". From nearly 50 years of irrefutable historical demonstration that Chamberlain was quite disastrously *wrong* at Munich; Lord Home, like some restored Bourbon, seems to have learned nothing: unlike that ineducable bigot though, he seems to have forgotten a lot.

Not even Lord Home's most sceptic detractor would accuse him of over-subtlety of intellect. When a man of his normally ingenuous cast of mind deliberately sets out to write even more simple-mindedly than usual, the result suggests *1066 And All That* rejigged by Mr Potter. "The Russians were and are a cynical and unprincipled lot" is a fair specimen of his level of discourse. What hope of survival can there be for anybody's grandchildren when an "elder statesman" peddles such primitive blanket prejudice? Here Lord Home is not just being silly, but mischievous as well.

Martin Fagg

John Wiley have just published a pair of reference books which will be invaluable to anyone studying any branch of comparative education: **International Handbook of Educational Systems:** Volume One, Europe and Canada, edited by Brian Holmes, and Volume Two, Africa and the Middle East, edited by John Cameron and Paul Hurst (£25.00 each). Every country is treated in the same systematic way, with diagrams and statistics drawn from the latest Unesco yearbook.

Tweenagers

Growing Up and Going Out: Adolescents and Leisure. By Leo B Hendry.
Aberdeen University Press £10.50. 0 08 025768 2. £5.50. 025769 0.
Parents and Teenagers. By the Open University in association with the Health Education Council.
Harper and Row. £5.95. 0 06 318 243 2.

It is 20 years since Frank Musgrove started us all thinking again about adolescence with his claim that "the adolescent was invented at the same time as the steam engine. The principal architect of the latter was James Watt in 1756, of the former Rousseau in 1762". But was Musgrove right? After all, it was quite a while before Rousseau that Shakespeare's exasperated old shepherd remarked, "I would there was no age between ten and three-and-twenty, or that youth would sleep out the rest; for there is nothing in the between but getting wenches with child, wronging the ancientry, stealing and fighting . . ."

Dr Hendry, who has made many a contribution to the study of adolescence as a social phenomenon, begins with Musgrove's observation that, having invented the adolescent, society has two major problems, "how and where to accommodate him in the social structure, and how to make his behaviour accord with the specification". He provides a careful study of the leisure lives of adolescents, its relationship with the home, the school and with organized provision for leisure needs, with employment and unemployment. The book guides us through the vast research literature, with, for teachers, some telling quotations, for example the observation that "The influence of thousands of hours in school given to arts and crafts and to physical education and cultural development is only partially discernible in post-school leisure interests".

The Open University book is written by the course team for one of its Community Education courses, but they claim, correctly that it stands by itself. It is meant for parents with the hope that they will share it with their teenage children. The presentation is lavish and attractive, full of coloured illustrations, quizzes and assessment tables. In many ways it is a model for educational literature. The content is enlightened, supportive and reassuring. The goal that the team presents is for a self-managed life, and the book is far more than a manual for parents. The material on "presenting yourself" whether for job interviews or for anything else, is full of wisdom. The teacher in that area of the curriculum that goes under the names of "social studies", "personal relations" or "you and the world of work", can get a year's useful teaching material out of this book. In a period when "liberal studies" is under a cloud, it is a truly liberal guide, deserving an altogether wider market than it is likely to reach.

Colin Ward

Under examination

Structured Questions in Sociology. By Sylvia Waghorn with Jane Thompson.
Hutchinson £1.25. 0 09 149121 5.
Comprehension Exercises in Sociology. By A D Burgen.
Stanley Thornes £1.60. 0 85950 327 5
Simple Statistics. By Frances Clegg.
Cambridge University Press £4.95. 0 521 28802 9.

Few people could accuse educational publishers of failing to keep up with changes in examination syllabuses, at least on the evidence of these three books. The structured stimulus question is becoming more common and *Structured Questions in Sociology* and *Comprehension Exercises in Sociology* both aim to meet this demand. This will either confirm the view that the examination boards have a stranglehold on the secondary curriculum or that publishers know their markets.

Sylvia Waghorn's topical booklet covers 27 topics ranging from income differences, married women in employment, urbanization and changes in age distribution. She provides specimen answers to some of the topics along with ideas for other possible answers. Helpful for O level students, succinct and cheap at £1.25.

Andrew Burgen's book covers 55 topics, and is particularly intended for the AEB O level sociology. The format is attractive, with graphs and photographs included in many of the topics. There are questions at the end of each passage, though no answers. This book in my experience can also be used for A level courses, depending on the text chosen.

Simple Statistics is an enjoyable introduction to statistics for the social sciences written by a non-statistician. For anybody who is paranoid about maths, the author is an encouraging guide. Social science teachers should not be reluctant to use statistics. Clegg makes a timely and valuable contribution in de-mystifying statistics. The book is intended for A level students or undergraduates of psychology. However, it can be used for economics and sociology, notably the chapters on sampling and simple statistical tests.

Richard Evans

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Getting the Job You Want. By Howard Dowding and Sheila Boyce.
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How to Survive Unemployment. By Robert Natham and Michel Syrett.
Penguin £2.95. 0 14 046 605 3.
Getting Your First Job. By Marion Gow.
Blackie £1.25. 0 216 913446.



An illustration from What are *you* going to do? **by Bill Ridgway (Edward Arnold £1.60), which sets out to answer the questions adolescents with a minimum of academic qualifications may want to ask about getting a job. As befits a book for classroom use its language is direct and simple, and its vocabulary limited. Its carefully structured chapters include follow-up work suggestions which are within the capabilities of remedial groups.**

I heard recently that one expert had come to the conclusion that the real unemployment figures were at least a million fewer than the official ones. He argued that since these million or so out-of-work bricklayers, plumbers and what have you were doing very nicely out of the thriving Black Economy (provided by those fortunates in work) they were, technically, employed after all. To an extent I share his view. Who's going to rat on a weekend labourer who lays your drive, cash in hand, for half-price? Certainly not the owner of it. And Mrs Thatcher will no doubt take care to keep that particular apple-cart on its wheels for a long time yet.

But what about the more honest souls among us striving to find a genuine occupation but finding the door barred and bolted? The answer for some is an attempt at self-employment.

Micheline Mason's book *Creating Your Own Work* and Paddy Hall's *Work For Yourself* are two of the books which provide at least some of the solutions to the problems besetting the self-starter. Ms Mason came upon the difficulties of finding suitable employment at first-hand. In her case, the additional disadvantage of a physical handicap taught her the benefits of self-labour (and the drawbacks) and her very readable book contains much that is relevant to those interested in self-created employment. Paddy Hall's light-hearted treatment, on the other hand, explores a wide range of self-employment possibilities backed by genuine case-histories and self-evaluation checks.

However, not everyone wishes to hold the can, let alone carry it. For those still bent on a "traditional job" but anxious to make the right choice, Crac's *Deciding* is a useful buy. First published in 1974, the revised edition helps 13 to 16-year-olds cope with the bewildering array of choices open to them. Here is a programme for teaching decision-making skills, and for helping young people to examine their own values and to use this experience in choosing the right option. *Routes 1* covers similar ground. Hand written in bold script, this attractively-presented workbook can be used in an individual or group situation. The emphasis here lies in helping the reader find his own answers to the problems posed. Richard Sant's *Job File* again adopts a workbook format. Each section of the material is laid out in detachable single-page units and covers, among other areas, job-hunting, letters of application, advertisements and the interview. Alternatively, *The Jobhunt File*, by Paul Thomas, is a binder of copymasters intended as a job-seeking pack for the less academic school leaver. It is simply written and gives valuable information and activity work based on job applications, interviews and working conditions. It is designed to be used with or without teacher guidance.

A more comprehensive package is Edward Fennell's paperback *Moving On*. It covers not only the nitty-gritty of self-assessment, job-choice, application and interview, but a welcome variety of often neglected topics such as getting on with other people, money and pay, management structure, ambition and the career opportunities open to women. While this has been written mainly with the literate school leaver in mind, Anthony Brown's *Getting That Job* is aimed at the middle to upper bracket of the market. Here the author's advice comes from his own painful experience as a victim of recession. Before he regained a top executive position. Through a series of self-assessment exercises, Mr Brown shows how it is possible to promote oneself in a crowded labour market.

Getting the Job You Want, by Howard Dowding and Sheila Boyce, seeks to take the uncertainty out of the process of job-hunting. Packed with tips and hints, it has special sections for school-leavers, women, and senior people including those seeking professional work. There is good advice on planning for an interview and techniques are given for putting over information in the most effective manner.

For those who cast a glad eye at any alternative to the dole queue, *How to Survive Unemployment* catalogues a number of alternatives to traditional work. As well as a chapter on "creating your own enterprise", the author helps the reader to identify his talents and priorities, and offers useful information about training opportunities. The pros and cons of part time and casual work, community work and working abroad are among the topics discussed.

Last, but not least, Marion Gow's *Getting Your First Job* serves as a straightforward guide to the bewildered school-leaver who, as the title suggests, is about to enter the labour arena for the first time.

Bill Ridgway

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Job lot

Not For Sale. Young People in Society (By Benny Henriksson, Aberdeen University Press £5.50. 0 08 028484 1) is a Swedish report on youth first published by the Swedish National Youth Council in 1981. It is radical, idealistic, and full of critical thinking that strikes home painfully surely in this country too, and probably in any in the West. Adolescents, it says, are lost in a maze of consumerism in which by commercial conditioning what they most want to spend time doing is to buy, and what most makes them happy is to have. "Materially satiated but socially starved", they feel lost in a no man's land between childhood and adulthood. The writers of the report want to see a return to the caring community where everyone, male and female, has a right and a duty to bring up children, where age groups intermingle in common leisure, culture and welfare, where advertising is banned from the audio-visual media, and in general the emphasis is on caring not having.

The chance to become more involved in the community is emphasized too in **A Year Off** (CRAC £1.85). This is an updated edition of CRAC's *Time Between* which discusses the pros and cons of taking a break for a year before starting a job, or by deferring entry to higher education. All kinds of opportunities are suggested – language courses, travel, and both paid and unpaid temporary work at home and abroad. The most useful aspects of the booklet are its variety of ideas and its long lists of addresses for further information. The consensus, we are told, among both employers and universities, is that you can only benefit by the experience.

When you do want to get into permanent employment, with or without a year off first, **Job Finding: A Step by Step Guide** (By Penny Hackett. John Murray, £1.90 0 7195 3994 3) could come in useful. It is written primarily for school and college leavers, but there is relevant advice for anyone hoping to find a job at any stage in life. In a clear and varied format which includes checklists and questionnaires for self-analysis, sample application letters and CVs, and hints on interviews and aptitude tests, the job seeker is taken step by step through all the points he or she needs to know. Since job-seeking is itself a job requiring organization and determination the job-seeker's typical day is recommended. Be methodical in your paperwork; sticking cut-out job ads on to a piece of paper with the place and date of advertising may be time-consuming, but it'll be worth it when an employer unexpectedly phones for interview. "Remember it's a competition. Coming second is no good." Be positive. "Of course I can do it. Of course I can do it. Of course I can do it." If there were enough jobs to be had, with the aid of this book perhaps everybody could.

Jobs in a Jobless World. Where They are and How to Get Them (By Geoffrey Golzen. Muller £7.95 and £4.95) is geared more to the adult job-seeker who has been made redundant or wants to move on, so it is correspondingly more detailed and more specific to executives and professionals, but it covers much of the same ground. Additionally it deals with "job brokers", the careers consultants and counsellors who specialize in placing clients in jobs, the hidden language of job advertisements, and the unadvertised job market where it's all done by contacts. You don't have to have them already, says Geoffrey Golzen, you can start making them even when you're out of a job; it's all part of the job of looking for a job. He also has interesting thoughts on de-classifying yourself so that you think less about job titles and more about what you are, what you enjoy and what you're good at, and re-thinking possibly your whole attitude to work. Are you sure you really want a full-time job? Home and car maintenance is productive work you might enjoy spending part of your working day doing; the nine to five job is on its way out, and you might prefer to be in the vanguard of change rather than last out of the office.

Jessica Saraga

Among this week's contributors:

Stuart Billingham teaches sociology at Bedford College of Higher Education.
Penelope Fitzgerald is a novelist and previous winner of the Booker Prize.
Gillian Peele is Fellow and Tutor in politics at Lady Margaret Hall, Oxford.
Bill Ridgway is head of the remedial department at Blurton High School, Stoke-on-Trent.

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BOOKS

What *is* world studies?

Teaching World Studies – An Introduction to Global Perspectives in the Curriculum. Edited by David Hicks and Charles Townley.
Longman £6.95.

"A global dimension for curriculum development is neither a luxury nor merely do-goodism. It is an element in survival." Thus says the preface to *Teaching World Studies*. But the more immediate issue is whether in an overstretched and largely unambitious school system such allegedly minority or fringe subjects will survive.

It is an issue this valuable resource book does not avoid. World studies, it says, is inhibited by the lack of a related body of teaching and learning materials, a lack of access to a collection of specialist literature, the low priority given to the subject in schools, and the reluctance to provide adequate resources especially for visual aids.

These are cries to be heard across more than such official side-stream subjects. But what the contributors to this book do is not just state their case (pleading for something special, rather than mere special pleading) but provide in the process a practical handbook for the effective introduction of world studies – the global perspective – into the school curriculum.

Four key areas are analysed: What *is* world studies? How do you teach it? How do you train the teachers for it? And what do you teach it with?

David Hicks and Charles Townley "place" world studies – interdependence in a global village – in relation to the other responses developed by teachers and curriculum innovators to the need to encourage a greater understanding of world issues in young people at school: development education, peace education, multi-cultural education, education for international understanding, and so on. Such diversification can be confusing, not least among the contributors. For some there are "family likenesses" but also fundamental differences; for others "world studies" is used as a generic term to cover all the others.

The overall thrust of the book though is to analyse, explain and legitimize world studies as a coherent, separate if inter-related subject readily identifiable on its own as a core subject and within the teaching of other subjects such as history, geography, religious studies.

Robin Richardson and David Bridges consider the "controversiality" inherent in teaching world studies: How do you handle issues about which there is so much disagreement? Should teachers be neutral or reveal their own views? Richardson looks at the various approaches adopted in the teaching and highlights the tensions between a "liberal" and a "radical" treatment. For example, he criticizes the 1977 Green Paper *Education in Schools* for muddled thinking in its encouragement of a global perspective – in other words, for adopting the liberal approach. But he also acknowledges it to be a crucial step forward in gaining acceptance for this area of study for young people.

Bridges continues the argument by discussing teaching difficulties in terms of three areas of "controversiality" – ignorance, incomplete factual knowledge, and irreconcilable values. He takes the reader through four ways teachers can and do respond – proselytisation and indoctrination, neutrality, reason and impartiality, "oppressive tolerance" and counter-indoctrination. He sets down seven moral and educational principles for teachers to work towards, not just in world studies but across the curriculum. In what is accepted to be an uncomfortable area to teach in, Bridges eschews telling teachers how to teach – he merely points a way.

A detailed and critical series of case studies shows how different schools have approached that teaching and how they have developed the necessary resources for their courses: David Selby on Groby; Hugh Starkey on Ely; Jim Dunlop on the Jordanhill Project; Barry Dufour on West African study cruises. In addition, Charles Townley documents exhaustively what resources are available for teachers wanting to build a global perspective into the curriculum.

Much of the impetus though has to come from effectively trained teachers. And a survey in the book reveals that while two-thirds of teachers surveyed did deal with global issues with their students (a surprisingly high figure), the quality of that global input varied considerably. Only 15 per cent of courses offered were sufficiently innovative for the editors' radical criteria. In effect, most teachers in their training come across education for the global status quo rather than for change. As with the section on schools, the book looks at some innovative courses developed in training colleges.

The strengths of this book lie in the detail of its explanations of a "hard-to-grasp" area and in the wealth of practical reference. The contributors seem determined that world studies will not limp along as a soft option – a conscience-soother rather than a consciousness-raiser. They are honest about the problems and, largely, avoid jargon and dubious references.

A main concern for the editors, apart from compiling a much-needed source book for the profession, has been to encourage the legitimization of world studies as a core subject. By producing this book, they have given that a firm foundation. With a new teacher training centre for world studies now established at the University of York, the subject seems set to do more than just survive.

Rick Rogers

On standby

Looking Ahead. By Howell Moses and Ann Sulway.
Hart-Davis Educational £2.95. 247 12983 6.
Changing Patterns of Living. By Ruth Blakey and Wilson Blakey.
Oliver and Boyd £2.25. 0 05 003409 X.
Male and Female. By Anne Jones, Jan Marsh and A G Watts.
CRAC/Hobsons Press £2.50. 0 86021 002 2.
One-Parent Families: A source book for schools.
National Council for One-Parent Families £1.25. 0 901582 45 X.

Very exciting, frequently frustrating and sometimes disastrous; I am referring to the business of replacing and selecting topics for social studies. It is all too easy to think of new themes – mental illness, animal welfare, nuclear weapons – and end up pursuing old standbys such as the family, advertising and education. You may find some of these books helpful.

Looking Ahead is the fourth book in a series called New Learning For Living. The book is divided into three: choosing, finding and settling into a first job; advice on money matters; and setting up a home and looking after a family. It is targeted at the 16-year-old school-leaver though it would be also ideal for four and five year social studies courses, or BEC or life skills courses.

Each chapter centres upon a specific topic. Chapter five, for instance, is "At Work At Last" which includes preparations, documents, the first day, and rights. After each chapter there is a "Keynotes" section of follow-up work in a number of guises from short-answer questions to projects, puzzles and time-keeping games. This is generally a good buy, not least because of a sensible chapter on family affairs dealing with illnesses.

Changing Patterns of Living is part of another series, Living Now. As the blurb says, the series "provides core material for the study of contemporary society". The authors have tried hard to provide a multi-cultural, comparative and anthropological approach to the book's central concepts of Interdependence, Life-Style and Change. Their choice of countries is interesting: it includes an imaginative section on China. It is bad luck, though, on both authors and publishers that events in China have moved so quickly that the Four Modernisations and the Commune have been superseded. A refreshing approach for the 14 to 16 age-range.

Male and Female raises thought-provoking questions for adolescents to analyse their own sex stereotypes. Excellent cartoons are supported by a very readable text. However, the booklet needs to be used in a planned way and not just as a "filler" on Friday afternoons.

Finally, *One-Parent Families* is packed with information on the issue that affects 1.75 million children. This is a resource book for teachers and students pursuing any social studies type course rather than a class text.

Richard Evans

Late developer

Explaining Hitler's Germany. By John Elden and John Farquharson.
Batsford £6.95. 0 71 34 4394 4.

Hitler's Germany still needs explaining. Was it the man or was it his times which produced the policies which led to the holocaust, which persuaded a nation to relinquish its freedom in the interest of self-esteem, and its class interests in the interest of national ones? Did power in the Third Reich really lie with only one man?

Nearly 50 years of research in the period have produced a vast body of literature. It's examining this rather than coming up with definitive explanations which is the purpose of this book. Its authors have provided a full bibliography of material published in English and German, and have managed to juggle and marshal it into topics, aiming, they say, to "confront rather than describe it" while providing some "empirical information" too.

One of the book's drawbacks is its English style. Explanations and theories are always "explanatory models" or "explicatory models" (is there a difference?); studies concentrate "on daily life at micro-level"; and support for a historian's view that the pre-war German economy was in a critical state comes out as "The foregoing suggests that Mason is correct in his assumption that the state of the German economy on the eve of war was such that the term crisis to designate it was not inappropriate". Sentences like this suggest it might almost be preferable to read all the books themselves rather than this critique of them.

But for the serious student it could be a useful guide to the field, though it's a pity that the role and treatment of women isn't adequately dealt with in the chapter on social revolution, or indeed anywhere else. The most interesting section is the last one on the possibility of a "general interpretation". Was Hitler a "one-off", an aberrant personality who by terrible chance got control of a country and began to change the course of history single-handed? Or was he a product of Germany's unique experience since belatedly becoming a nation? It's this "late developer" theory which John Elden and John Farquharson favour. Germany's long-delayed unification, late industrial revolution and impulse to expansion, her missing bourgeois revolution and missing representative democracy all produced strains that made her unable to withstand the defeat and humiliation of the First World War and its aftermath.

The authors understandably dislike the idea of a "mind of Germany" making Germans uniquely prone to fascism, but they would do well to consider more seriously the effect of the long immersion of German culture in the Romantic flight from reality and the rationul during the nineteenth century, which must have contributed to the mood in which Germans faced the twentieth.

Jessica Saraga

In the red corner

China ... For a Change. By P Meighan and B McWilliams.
Harrap. Pupil's Book £2.95. 0 245 53988 3. Teacher's Book £3.50. 53987 5.
The Soviet Union. By Brian York.
Harrap Twentieth Century History Topics £1.80. 0 245 53650 7.

Here is history dressed up with a big red nose and proclaiming a "friendly" approach, assuming in its readeducational. Paul Meighan and Bernard McWilliams abandon any nonsense about skills and arguments to present China's story from Opium War to "Liberation" in bold black, white and red; the colours are rich in symbolic significance. Corny jokes and crude caricatures will attract many, but a tale simplified into a punch-up between Chiang (baddy) and Mao (Oh-so-goody) is hardly worth telling. This may be one way to put over history, but is this kind of history worth putting over?

The same publishers appear in more restrained and traditional style with *The Soviet Union*. The tone here is so grey that a touch of *China's* garish vigour would be welcome. Brian York's narrative is sometimes shaky and careless, though its confidence grows as it approaches the present; good on the Khrushchev years and not bad on Brezhnev. But earlier? "By 1939 the crop of the USSR was three times higher than in 1913," we are told. Whatever crop is meant this is hardly accurate, and other contradictions, omissions and repetitions add to an impression of over-hastiness.

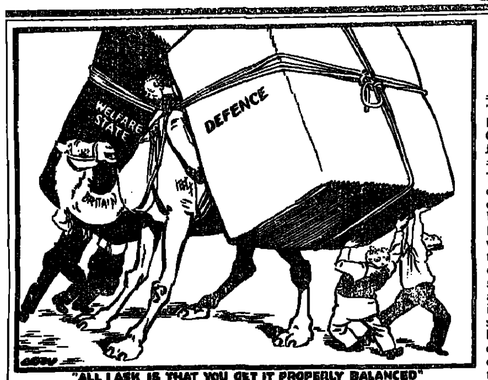
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BOOKS



"ALL I ASK IS THAT YOU GET IT PROPERLY BALANCED"

Low's cartoon, with its timeless message, is one of the illustrations to Charles Freeman's Defence (Batsford £6.50), which aims to induce adolescents to think critically about modern warfare and the consequences of a continued arms race.

Defending the peace

The Nuclear Future. By Michael Mandelbaum.
Cornell University Press £17.00 and £4.50.

The last four years have seen a dramatic heightening of the nuclear debate both in Europe and in the United States. Yet that debate is frequently conducted either in terms which are far too technical to inform the general public's understanding of the relationship between nuclear strategy and international politics or at a level where emotionalism and ignorance preclude rational discussion. Michael Mandelbaum's new book provides a succinct explanation of the concepts and theories of modern defence policy as well as placing the arguments about the retention of nuclear weapons in political and moral context. It is therefore a book which can be used by the teacher (who increasingly encounters unilateralist arguments in the classroom) and by the reader who wishes an introduction to the basic logic of why such an expensive element of the Western arsenal is deemed essential for peace.

Dr Mandelbaum's account of the nuclear debate is predicated upon the assumption that the factors affecting nuclear policy change. While this may seem an obvious point there has thus far been a certain rigidity built into the analysis of the balance of terror between East and West. We have for too long assumed, for instance, that mutual assured destruction as a doctrine will not acquire frayed edges, that technology will not develop and throw up new problems, that the Soviet Union's attitude to the West will not become more hostile and that America's relationship with Europe will not change. In fact on each of these issues there has been movement and that movement itself demands continuous reflection on the total strategic picture.

The impact of new technology is a particularly interesting issue. The urge to experiment with anything from lasers to more lethal bombs or more accurate weapons delivery systems is not simply a product of demands made upon the scientific community by an "aggressive" government. It is also a by-product of the natural desire of nuclear scientists to advance knowledge and perhaps, although this point is often exaggerated, to protect an activity in which they have a personal and material interest. Artificial restraints on the application of new technology may be attempted – as in the 1972 Anti Ballistic Missile Treaty which both the Soviet Union and the United States signed to prevent a costly race to produce defensive systems which could never yield fool-proof methods of repelling nuclear attacks; but ultimately a combination of the scientific entrepreneurial spirit and the impetus to outfluss the opposing super-power will render such controls worthless.

The perception that there are powerful factors driving the two super-powers towards a perpetual arms race is not, of course, one which either the Soviets or the West are likely to find agreeable. Dr Mandelbaum's sober appraisal of the arms race itself and the difficulties associated with arms control negotiations makes compelling reading. He recognizes, as few people on this side of the Atlantic do, that we may have to live in a world where formal arms control treaties do not exist. Indeed he points out that logically there is no reason to suppose that such features of an arms build up as new weapons and nuclear stockpiles should by themselves lead to greater danger of a holocaust: the more sophisticated the weaponry and the more damage that could be caused by nuclear confrontation, the less likely either side is to indulge in activity which might result in the flicking of the nuclear switch. Certainly, it is difficult to imagine at the moment a scenario in which arms control talks with the Soviet Union – in the absence of any improvement in the basic relationship – could gain widespread support or command extensive enthusiasm. What can be done, as Dr Mandelbaum's book implies, is to pay greater attention to the prevention of second order dangers such as those contained in the spread of nuclear capacity to such countries as Israel, South Africa and Pakistan.

The current scepticism about arms control in the United States has had a direct impact on the peace movements of Europe. Groups which might anyway have wished to think ill of the American government have had their fears of reckless behaviour by the White House and the Pentagon reinforced by the dunderstony approach to Start and INF talks and by the rhetoric of the Reagan administration. Across the Atlantic, also, there is a growing demand that Europeans cease to cower under the American nuclear umbrella and provide a greater contribution towards their own defence even if this might mean, as it surely would, some degree of nuclear proliferation as countries such as West Germany develop an independent nuclear capacity.

The only fault to be found in Dr Mandelbaum's excellent study is that he perhaps insufficiently appreciates the extent of the contemporary division between the United States and Europe. In Britain, for example the Campaign for Nuclear Disarmament has moved from being a pressure group on the fringe of politics to a majority force within one of the major political parties. And even within the Conservative Party there are many who are coming to realize that the anti-communist stance of a strong United States might be directed solely towards the protection of the American hemisphere.

It would, though, be wrong to end on a critical note. Dr Mandelbaum's book should find a place in every school library and should be read by everyone who wishes to participate in what must be the most significant policy issue of the 1980s.

Gillian Peele

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METHUEN

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Association for the Teaching of the Social Sciences

Double vision

Marxism and Christianity. By Alasdair MacIntyre.
Duckworth £4.95. 0 7156 1733 8.
Against the Self-Images of the Age: Essays in Ideology and Philosophy. By Alasdair MacIntyre.
Duckworth £7.95. 0 7156 1732 X.

Alasdair MacIntyre is unquestionably one of the most important philosophers now writing in English. His work represents a consistent effort to bring together realms of inquiry which academic defensiveness usually prefers to keep apart. His most important book to date has been *After Virtue*, which expresses precisely his concern for both logical and technical problems of method, and the "human" questions which are the traditional province of philosophy but which are too often expunged from English-language philosophical inquiry: the nature of the moral self and of moral behaviour.

After Virtue was a climactic book and a demanding one, bringing together threads that had been running through MacIntyre's work for nearly 30 years. With that in mind, it's particularly interesting to be able to turn back to *Marxism and Christianity* and *Against the Self-Images of the Age*, both reissued in paperback by Duckworth.

Marxism and Christianity was written (in shorter form) when the author was ony 23, and like A J Ayer's *Language, Truth and Logic*, done at much the same age, it reveals rather more of the author than he might now like. It also reveals a man who was committed to both Marx and Christ but who was even then repelled by the crudity of political Communism and the dogmatism of the preConciliar Church.

Following Russell, MacIntyre argued that Marx had drawn much of his vision (and some of his method) from Judaeo-Christianity. The Christian religion is thus no less an ideology, and a political ideology, than Marxism and subject to the same historical pressures. Despite their vulnerability, and perhaps because of it, both have remained potent and relevant as responses to the ills of the modern world.

The essays in *Against the Self-Images of the Age* take a tougher line with the mirrors which cast our reflection back at us. Contemporary Christianity (this is more than a decade after *Marxism and Christianity*) suffers along with Freudianism and Marxism from being detached from the real nature of our lives and from the context of its original formulation. "The creed of the English is that there is no God and that it is wise to pray to him from time to time." Our lives and our reasons for living have drifted apart.

The end of ideology, the great post-war liberal turn toward gradual, rational solutions, became what MacIntyre calls "the end of the end of ideology". MacIntyre savages the belief that social problems are piecemeal and detailed, to be solved in an empirical, pragmatic way, the unideological view. "Those who wish to remake society are under an obligation to learn to form alternative institutions that will escape the crushing polarities of the present. This is a political task."

And this is also tough talk, and unfashionable. Allowing the fear of 1984 "to revive the politics which glorified 1688" may sound like caution or reaction, if it isn't dismissed as rhetoric. But MacIntyre insists on the need to confront the fact that we have not adequately defined our philosophy of the social sciences, the current research council rechristening is only a symptom. We need ideologies and we are in no danger so long as we recognize them as such. MacIntyre offers a philosophical, moral and political imperative which we have lost the power of obeying individually. *After Virtue* is a difficult book, not because it is over-written, which it isn't, but because of its grounding in technical concepts and specialized redefinitions. Given that, these two Duckworth reprints become doubly important. Both should be read in staffrooms, commonrooms and classrooms. There is no difficulty in reading what MacIntyre has for us. The only difficulty will be in living up to the kind of mental and moral and social rigour he demands.

Brian Morton

AUP

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BOOKS

Charabanc party



The Democratic Alternative. By Peter Hain.
Penguin Books £2.50.

For Mr Peter Hain, political fame came early. He was just 20 when, as chairman of the Stop the Seventy Tour Committee, he led the pack of students, workers and radicals that put an end to sporting links with his native South Africa. But, unlike many who rose to prominence on the shooting star of the single-issue pressure group, Mr Hain continued to dazzle. In the early and middle seventies, he kept his place in the firmament, as vice chairman then president of the Young Liberals, then, as now, a source of embarrassment to the party's leadership with their vision of a future Britain as a land fit for whales, windmills and zero growth.

The whales and windmills are still waiting, but the sandals and brown rice brigade, courtesy of the oil price surge and the accompanying recession, found one of their objectives realized. Britain's historically modest rate of economic growth petered out to be replaced by mass unemployment and talk of permanent economic crisis.

Meanwhile, Mr Hain, apparently never one to rest on his laurels, had moved on. In 1976, he became a full-time official with the Union of Communication Workers and in 1977, he joined the Labour Party, rising to its coordinating committee and writing and editing books and essays on left wing politics. Last June he stood for Putney, a seat the Conservatives took from Labour in 1979. He lost by just over 5000 votes as a large chunk of the Labour vote peeled away to the Alliance, a process that mirrored the national outcome.

Of course, Mr Hain was not the only political defector seeking asylum. Some 20 Labour MPs, alarmed by the leftward shift in the party, had cuddled up with the Liberals. It didn't save their seats, for the most part, but at least the new-found Alliance had the satisfaction of seeing its share of the popular vote move to within a few points of Labour, which recorded its worst result – in terms of votes – since 1918.

Now, cruel irony, it is the Alliance, not Labour, that seems to stand the best long-term chance of mounting an effective opposition to the *laissez faire* Conservatism of the formidable Mrs Thatcher.

Against this background, Mr Hain might be expected to have reservations about his change of political colours. Not so. As his new book, *The Democratic Alternative*, subtitled "a socialist response to Britain's crisis", makes clear, he is happy to count himself among the new left, the polytechnic generation, who have swarmed onto the bridge of Labour's creaking hulk only to find that the ship is heading for the rocks.

It is a curious book, not so much in its content, by and large a fleshing out of Labour's manifesto or "the longest suicide note in history" as a senior Labour politician dubbed it before June 9, but in its timing. Written before polling day, but published afterwards, with no attempt to muse on the people's verdict, on one level it reads like yesterday's newspaper. But, of course, for those of a leftish persuasion the arguments go on, and for the rest of us there is the undoubted fascination of watching what promises to be the greatest political shipwreck of modern times.

Mr Hain, unlike some in his party, is not blind to the dangers ahead. Labour, as well as Britain, is in crisis, he tells us. The solution, for both, is the party's revitalization through radical socialism.

Setting aside the small matter of the election result, the first stage is already complete. As he points out, more than once, the left have won control of the party and pushed through their policies – massive increases in public spending, withdrawal from the EEC, price controls, unilateral nuclear disarmament and much more – but have lost touch with the people, in particular the working class whose unquestioning support has crumbled under the impact of "individualism and consumerism".

The task, as he sees it, is not to change the policies, rather it is to revamp the party's style and approach so it wins popular support for the economic and social shakeup it craves.

"Labour needs to construct a new form of class-based politics by concentrating on specific class issues, rather than pretending that there is still a single, over-arching working class consciousness into which the party's policies can automatically slot. Such issues would include redistribution of income and wealth; reforming over-bureaucratic public services; promoting industrial democracy; channelling pension funds into socially and economically useful functions; demonstrating to public sector workers that their interests are best protected by the emphasis Labour's alternative economic strategy gives to public expenditure; positive action to improve the rights of women and black people; and 'green' policies to reflect ecological demands."

Once a pressure group politician, always a pressure group politician. Mr Hain has come full circle. The party of Attlee, Gaitskell, Bevan and Wilson, once truly a national party commanding respect and assent from those with conflicting political allegiances, is to become some sort of ghastly charabanc for every minority cause, no matter how loony, no matter how corrosive to the wider public interest.

It might work for Mr Ken Livingstone in London. Out in the shires and suburbs, where political power is born, it hasn't a prayer.

Nick Wood



"Why Debbie's Pocket Money Goes Up In Smoke" is the title of one of the informative and stimulating double-page spreads in Addiction . . . in the News **by Vanora Leigh (Wayland £4.50). Everything from hard drugs to bingo is discussed, both as symptoms and with their underlying causes.**

Poor losers

The Welfare State. By Robert F Todd.
Blackie £1.75. 0 216 914105 1.
Welfare State. By Jan Marsh. 0 245 54029 6. **World Affairs 2: Countries, Continents and Communities. By Derek Heater and Gwyneth Owen.** 0 245 54031 8.
Harrap New Generation Series £2.50 each.

The first of these books comes in the *Crossroads: Approaches in Modern Studies* series intended for Scottish students in school or further education preparing for the SCE Higher Grade, and while the text is firmly rooted in Scottish experience, it is obviously useful for GCE general studies courses, and for a great many other users who want an up to date guide to issues in welfare. The author manages to be both authoritative and forthright. He suggests, for example that the reason why the poor, despite the maze of social security benefits, are poorer than they need be is that they have neglected to be trained as accountants, and in discussing the social costs of unemployment, he concludes, surely correctly, that "The impact of mass unemployment on the Welfare State is devastating and must in time be fatal".

Jan Marsh's book on the same theme first appeared in 1972 and has been several times updated. She too attempts to elicit discussion of the ideological crisis of welfare. The world affairs book in the same series is similarly a third edition of a widely used class book, covering the USA, USSR, China, the Middle East, Africa, Latin America, India and Pakistan, the Commonwealth and Europe. All in a breathless 45-page guide which it is the teacher's and the class's task to supplement.

Colin Ward

Crime report

Policing in its Context 1750–1879. By Clive Emsley.
Macmillan £14.00. 0 333 28894?.

As the author of this excellent and most useful book points out, there are two usual ways of writing police history. The one is to regard the foundation and development of a police force as the equivalent of some sort of social reform. O levellers who are asked about Sir Robert Peel put his role in establishing the Metropolitan Police alongside the repeal of the Corn Laws. The other is to see the police force as part of the repressive apparatus of the state, and O levellers who are asked about Napoleon III put the repression by the police alongside the introduction of newspaper censorship. Both are clearly inadequate as a view of police history. Anyone teaching this subject (as Dr Emsley teaches it at the Open University) also comes across customer difficulties, since there are those who welcome the formation of the police and those who regard it as a retrograde step.

A more sophisticated view is to see the police emerging, whatever the intentions of the government which has indulged in creating a force, as a necessary part of the tradition of the state and society to which it is attached. The police therefore seem to be a natural phenomenon, linked in England to the medieval traditions of watchmen and the hue and cry and in France to the development of seventeenth-century bureaucracy.

This volume appears in the Themes in Comparative History series, and it covers developments in France, England, Prussia and the United States. It is appropriate that at a time when "crime and society" is becoming an important theme in social history, that we should examine the police.

This is a subject which, until the publication of this book, has not been easy to study. There are particular difficulties, since all sorts of public figures in the countries studied felt themselves entitled to make statements about law and order. These statements were recorded and are available to the historian. But should he believe an MP who tells the Commons in 1853 that there was less crime in Somerset than in Wiltshire, and even supposing this to be correct, what should one make of it? When a judge in Saint Louis states that if the lynching of a black who was believed to be a murderer was the work of congregated thousands filled by an overwhelming emotion, then to attempt to punish such a lynching would be to shake the very foundations of society, was this a considered legal judgment? Attempts are here made to resolve these difficulties, and in spite of a certain unevenness in the extent of the research done in different countries, the result is satisfactory.

Dr Emsley, as he explains, is the son of a policeman and although he has fulfilled a debt to the force that looked after him after his father's death, he has written objectively and seriously.

Douglas Johnson

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notes

HISTORIC BUILDINGS
Many of the historic buildings and ancient monuments in the care of the Department of the Environment are informatively described and illustrated in seven new leaflets which correspond to the areas covered by the regional tourist boards. There is a short description of each building, particularly its history, details of opening times and the OS map reference.

School parties can visit all DoE monuments free when the visit is booked in advance. Each leaflet has the appropriate address to write to in order to do this. They are free from Tourist Information Centres and by post (with sae) from the Education Officer, DoE, 25 Savile Row, London W1 X2BT.

SCHOOLS HIT JACKPOT
Capital Radio launched a new Schools Music Competition in June for all schools in the London area. The theme was "A Captial Visit", the prizes, £1,000 (secondary) and £500 (primary), were to be spent on musical equipment for schools.

Entries ranged from traditional to punk, but clear winners were Haggerston Girls School in the East End (secondary) and Highfield Primary in Bromley, Kent. Haggerston's inventiveness stood out in the lyrics and narration between items which included "Prince William's Song" – a view of London from the palace window. Highfield sang enthusiastically to gongs and castanets about places they visited on a day-trip to London.

The quality of entries was very high, according to the judges, but the number was disappointing. And this is one area of resources that is hard hit by cuts. Enterprising schools might like to increase their stocks of equipment when the next competition appears – any time after half-term.

LIGHT ON PAINTING
The Electricity Council has produced an exciting booklet on "Painting with Energy", a young person's guide to picture making.

The illustrations are a lively collection of children's pictures from the 1982 "Understanding Electricity" painting competition. The text is basic and simple but very helpful and suggestive, with sections on "Working Dry", "Working Wet", "Resists", "Colour Cutting", "Collage" and "Designs and Abstracts". All kinds of details about materials are given, and suggestions for experiments in or out of the classroom. Available from The Electricity Council, 30 Millbank, London SW1P 4RD.

BBC BUGGY
Viewers of BBC's "Making the Most of the Micro" have already had a preview of the "BBC Buggy" just launched by Economatics Limited and the BBC.

The BBC Buggy is a three-wheeled robot controlled by a microcomputer, designed to improve understanding of control technology. It can be programmed to move in any direction, detect collisions, search for a light source, follow black or white lines, read bar codes and, when fitted with an optional pen unit, can draw lines and even write. Its 12 structured programs allow the microcomputer to be used as a switching device, memory unit, graphics terminal, programmable device, information processor and problem-solving aid.

The DoI has given a 50 per cent grant to schools wanting to purchase the BBC Buggy for their own microelectronics programmes. The whole pack sells at around £190 (including VAT). It consists of a simple construction kit and all the software required to program the robot. Assembling just requires a small spanner.

Economatics are currently negotiating with major high-street stores to establish a nationwide distribution in easy reach of all schools and computer enthusiasts. In the meantime, for further information contact Simon J Rigby on 021-550 1827.

Put it in writing

Let children get their hands on Microwriting, says Peter Wheeler



A large proportion of children's time in school is spent writing. After learning to write in the infant schools, children use handwriting to communicate and store information for most school subjects.

In the commercial and industrial scene most writing has been done on typewriters, and the manual typewriter has given way to the electric typewriter, the electronic typewriter and the word processor. But other than in Business Studies typewriters have not been used for teaching purposes. They were noisy, expensive, heavy, bulky objects.

During the last few years the use of microcomputers in schools has been increasing. They are used for many tasks, but mainly for assisting in the teaching of traditional courses or producing simulations of situations that cannot easily be investigated by other means. Little use has been made of them for writing and handling text. For this, each child or teacher requires one keyboard and screen. The necessary number of microcomputers has not been available but that situation is changing and the cost is falling.

We must now seriously consider how such equipment and programs can be used, and what skills and aptitudes each child should be encouraged to develop. What methods should children use to express their ideas and store their work?

With handwriting in the past, children have been encouraged to make a draft before making a final copy. Like adults, most children make mistakes and with pen and ink on paper, correcting makes a mess. A word processor or other text-editing program on a computer can allow the correcting of mistakes and editing of work before the final copy is printed out. Why not let children write using computers?

Some schools are starting to allow this. They have recognized that all children will require keyboard skills and so they are running courses to develop them. Such skills are needed not only for writing but for the operation of computer-like devices.

In deciding what type of keyboard is necessary, we should consider:
- Speed of typing.
- Accuracy of work produced.
- Time taken to learn the typing skill.

Handwriting speeds vary considerably but seem to lie in the range of 15–25 words per minute. Typists using the normal "Qwerty" or typewriter keyboard operate between about 50 and 100 words per minute. An important question for schools to decide is how fast a child needs to operate a keyboard. Clearly "single finger pecking" is very slow and time-wasting and unsuitable for large volumes of text, although it may be acceptable for putting in computer programs. Keyboard speeds need to be comparable to the speed at which we express our thoughts, about 30 words per minute for most people.

All typists make errors and this slows down their work. Some errors are noticed at the time of entry but others are not detected. The number per page would appear to be related to the type of keyboard, but since errors can now be corrected easily, this may become less important.

Learning to touch-type on a normal Qwerty keyboard is a slow and laborious process that takes 30–40 hours' practice to achieve speeds equivalent to handwriting. Most people, therefore, are not prepared to learn.

A further problem is the size of the keyboards. It is not until children are 11 or 12 years old that their hands are large enough to span them correctly so that they can touch-type. However, our present educational policy is to encourage children of primary age to use computers in schools.

A possible solution to many of these problems appeared on the market a few years ago and has slowly been gaining acceptance. It is the Microwriter, a hand-held device about the size of a small cassette recorder that is operated by a unique six-key keyboard. By simultaneously pressing and releasing groups of keys, rather like chords on a piano, it is possible to produce all the letters of the alphabet together with all the symbols and functions that can be obtained on the modern computer keyboard. It was designed specially for writing and the letters are displayed on a single-line screen as they are typed in.

If a better display of the text is required, the Microwriter can be linked to either a monitor or a television set and can display up to 24 lines. The text is stored in the Microwriter's internal 8,000-character memory and if this is not large enough, it can be stored by most cassette recorders. The text shown on the screen may be edited so that errors can be corrected or amendments made. Microwriters can also be connected to a printer.

For use in schools Microwriters have the following attributes:
- A new user can start to touch-type after about one hour's practice.
- Handwriting speed is achieved after about five hours' usage.
- Most users achieve a "typing speed" of about 40 words per minute and use the Microwriter for less than an hour a day.
- It has editing facilities, and errors are easily corrected.
- The full-sized keyboard can be used by children from about six years old.
- The device is portable and can easily be moved around.

This device and system may seem ideal for schools. Unfortunately it costs about £485 and this has prevented both schools from buying it and other bodies from funding research into its use.

Another more recent development by Cy Endfield, the originator of the Microwriter, has made it possible to use four Microwriter keyboards (with no electronics) to connect directly into a BBC Micro at a cost of less than £100. The computer is then programmed to drive the Microwriters.

Four children can work at the same time, each using a separate keyboard to type into the BBC computer. Each child's work appears simultaneously but in a different colour in its own five-line section of the screen and this scrolls so that up to 75 lines of text can be written by everyone. The children use the normal Microwriter commands to correct and edit the work. A printer attached to the computer can provide a copy and, if required, the work can be stored by the computer on a cassette or floppy disc.

If a child or teacher wishes to use the computer for normal classroom programs, the system allows other programs to be run while being controlled from one or more of the Microwriter keyboards. Thus it is possible to run a pack from the new keyboards while the computer's Qwerty remains operational.

Support from Microwriter Ltd, the Microelectronic Education Programme and Newcastle upon Tyne Education Department combined during the summer term to try out the system in four primary schools and one secondary school. The age range of the children was 6–14 years and the range of ability was wide.

These preliminary trials revealed that all the children learned to use the Microwriter keyboard, and the process was faster and easier than expected. Many interesting side-effects were also observed. Slow learners without the manual dexterity to write, quickly took to the keyboards and their handwriting improved alongside their Microwriting. Because children could immediately see what they had written, they became more aware of spelling and punctuation.

The sharing of one computer screen by four children had benefits and losses. Children seemed more willing to accept comment from their peers about errors than they would have been with handwritten work. This is possibly because they were in a position to correct them before the work was printed. On the other hand, later in the term one teacher reported that some children seemed reluctant to do more personal work on the screen.

I must stress that the Microwriter is not an instrument for a normal typist. It is for the people who do the original thinking and writing. It is ideal for children to use during their school courses. And if industry and commerce insist on keeping the Qwerty keyboard as the international standard and Microwriter keyboards are introduced into schools, then in the final years at school we will need to introduce children to the Qwerty.

The new Microwriter system makes it possible to bring touch-typing into the classroom at a cost that schools can afford. It also makes the consideration of keyboarding skills, modern information handling and word-processing techniques an urgent matter.

For further information: Microwriter Ltd, 31 Southampton Row, London WC1 (01-831 6801).

Peter Wheeler is the National Coordinator for CAIS, (Communications and Information Systems), Microelectronics Education Programme.

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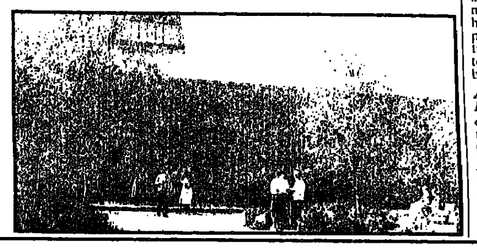
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Gift centre

Next week sees the start of term for Edge Hill College's new centre for resources for gifted children. Ralph Callow describes the Schools Council project out of which it was born.



Giftedness, in common with other areas of special education, has to face a number of practical and theoretical problems.

The most obvious theoretical questions are those of justification for concern and definition of the target group. The most pressing practical problems are those of identification of individual children, the provision of suitable curriculum materials and the development of teaching and organizational strategies to permit the materials to be effectively deployed.

The Gifted Pupils Project was set up by the Schools Council in September 1980 to coordinate the work of existing local authorities in their approaches to the practical aspects of identification and provision.

Sufficient justification for concern with the education of the gifted could be found in the more recent HMI reports which commented on the serious "mismatch" that exists between the abilities of the brightest children and the intellectual level of many curriculum materials provided.

It was, however, felt that the definition of giftedness as a base for the work of the project should emphasize concern for a broad section of children who possessed high ability perhaps in one area only, rather than concentrating solely on the relatively small group of children conventionally rated as gifted. It was to be expected that the children would be found in all social classes and all ethnic groups.

At its peak the project was involved in the work of some 700 teachers in 44 local authority groups. Many groups were engaged in writing new teaching materials or modifying existing ones for use with able children. Others were largely concerned with evaluating existing programmes, with methods of identification or with school organization.

The role of the project coordinator was to provide a channel of communication by which new materials and ideas could be transmitted to the evaluation groups and their assessments relayed back to the writers. In a similar way, too, new groups had to be given the chance of examining and discussing teaching units prepared by more experienced teachers. The curriculum booklet authors also needed to be kept up to date on new materials and the results of trials. It was part of the coordinator's role to ensure that this flow of information was used to the best possible advantage in the advancement of professional competence in the teachers involved.

In order to meet these requirements a number of meetings were held each term for writers and evaluators, to give them a chance to meet and discuss ideas and problems, and to establish broad objectives to help in the production of materials and sets of criteria by which they could be judged. A newsletter was circulated each term and the coordinator visited as many individual groups as possible.

The Schools Council was able to print a considerable number of draft materials, which made their rapid dissemination much easier.

Groups varied enormously in size, composition and experience. Yet they seemed to have in common an impressive enthusiasm, commitment and willingness to give and receive advice.

A great deal of material was produced and tried out in schools. This should be of value to the teachers who produced it and their colleagues. It is possible that the experience of devising, testing and modifying materials, of attempting to be objective in assessment, of thinking clearly and trying to express ideas clearly will be of greater lasting value to those concerned than the actual curriculum units they produced.

Of the planned series of booklets there was in the end only time to see four into publication. The resource collection has steadily grown and now includes quite an extensive range of materials, both commercial and locally produced, for primary and secondary pupils.

The imminent closure of the Schools Council made it clear that the project would not continue beyond its three-year term.

It would have been unfortunate if the co-operative effort and the mutual assistance generated between working groups were allowed to lapse. Yet without some central agency to coordinate activities it seemed unlikely that the network could survive.

Another worrying problem was to find a permanent home for the collection of resource materials stored in files and boxes, which was beginning to dominate the coordinator's office. The solution in fact gave us a chance to tackle the larger question of continued co-operation.

Two events happened almost simultaneously. Harry Webster offered to house the Schools Council collection at Edge Hill College in Lancashire and a number of local authorities decided to set up parallel collections in their areas. Each collection should form the nucleus of a centre to maintain, on a regional basis, the work which the Schools Council coordinator had carried out nationally.

The Lancashire centre is located at the Woodlands campus of Edge Hill College in a large pleasant room, with ample facilities for storage and display. The resource collection will be on permanent display and will consist of a developing assortment of teaching materials of all kinds. To this will be added examples of the work of able children in response to the materials, a collection of academic and research papers on human ability and videotapes of able children and able teachers at work in the classroom.

The centre will provide the location for the in-service training of teachers, for further curriculum development, for short courses for pre-service students, and much needed investigations into the educational needs of the bright child from the inner cities and ethnic minority groups.

An advice and information service will be available to teachers and local authorities, and the centre will take an active part in the maintenance of the Schools Council network.

The newsletter will continue to be published to keep all groups (national and international) informed about new initiatives and resources. A series of working papers on different aspects of the curriculum will be published.

At present seven resource centres are under development in addition to Edge Hill. These are in Bristol, Cleveland, Croydon, Dudley, Manchester, Surrey and Tyneside. Their directors will be responsible for the maintenance of contact between groups working in their areas, and for assisting the development of newly formed groups. They also form the provisional committee of our newly-formed association for Provision for the Able Child in Education. One extra activity that PACE will sponsor is an annual national conference, which will give members a chance to meet and exchange ideas.

The association was launched at a conference at Edge Hill College in late July this year, and the next conference is planned to take place in mid-July next year in the Birmingham area. We hear much at the moment of the privatization of nationalized industries. The extent to which an attempt to regionalize a national initiative can be successful remains to be seen.

Anyone wishing to know more about PACE, the Regional Resource Centre, or the Gifted Pupils Newsletter, should write to Ralph Callow, Edge Hill College, St Helens Road, Ormskirk, Lancashire.

Ralph Callow is a senior lecturer at Edge Hill College of Higher Education, seconded to the Schools Council as coordinator of the Gifted Pupils Project.

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RESOURCES

God of word worlds

Ray Hammond reports on Seymour Papert's trip to Britain.

If Professor Seymour Papert is weary of explaining LOGO to the uninitiated, he showed no sign of it during a gruelling three-day trip to Britain (September 2–4).

"I detect a groundswell of support for Logo among British teachers that is very heartening," he told delegates to Commodore's Second Education Conference. "BASIC is not a respectable computer language to be teaching our children and I am pleased that an increasing number of teachers are realizing this."

The man who led the team which developed Logo, and whom *Time* Magazine recently dubbed the "guru of childhood computing", arrived overnight from the Massachusetts Institute of Technology and within a few hours was addressing Commodore's London Conference.

The peculiarly British debate about the merits of Prolog versus Logo was quickly revealed when the challenge was thrown up from the Commodore audience, but although Professor Papert was prepared to concede that the language was "respectable", he sharply criticized what he called Prolog's "front end".

"I think Prolog prime is excellent and very powerful," he stated. "But much, much more work needs to be done on the front end of the language before we can offer it to young children."

It was the "front end" of his own language, the world-famous turtle, that dominated Papert's second, and main, conference appearance over the weekend. Five hours after his Commodore appearance, he was delivering the opening lecture to the first conference of the British Logo Users' Group at Loughborough University.

"God", as more than one BLUG delegate described Seymour Papert, did not let his disciples down. In gently delivered, but well-thought-out lectures, he urged the 171 delegates to work consciously to build a computer culture from which teachers could draw a richer variety of shared reference points with their pupils.

"Building a computer culture is the most important task we are engaged in," he explained. "Becoming consciously aware of this as the task will hasten the contribution we can all make to carrying it further."

The conference's obsession with turtles forced Papert to cover much familiar territory, and although he did this freshly, he confessed to the feeling of being swept along by something he had started quite a few years ago.

The Loughborough Conference had an almost evangelical feel to it and the unspoken, shared belief suggested that the delegates felt themselves part of a group which was privileged to have seen "the better way" to introduce children to artificial intelligence.

Surprisingly, Professor Papert sounded a note of warning as he closed his final lecture. He outlined his work in Word Worlds, one of his current research projects at MIT, in which young children are allowed access to a wide range of information with a keyboard connected to a huge visual database stored on videodiscs.

"At the moment if six or seven-year-olds want to know how elephants eat in Siam, there's nothing they can do except find an adult and ask. That adult will probably tell them wrong or will be unable to tell them. These interactive systems could change this and the children can now get knowledge of all sorts at a very early age.

"But the dependence of children on their parents and their siblings is probably integral to their emotional and social development. Fooling about with that link is, I think, very, very dangerous. Serious and controlled research has got to be put into this kind of experiment.

"I think we could very easily turn up a generation of psychotic children. We could very certainly make an interactive device that would capture the attention of a one-week-old baby and hold it. Parents would see a chance for babysitting, manufacturers would see a vast market, some psychologists could find reasons to condone it on the grounds that "the more they are stimulated the better" and these conflicts of interests could do some very damaging things to us – could, we don't know."

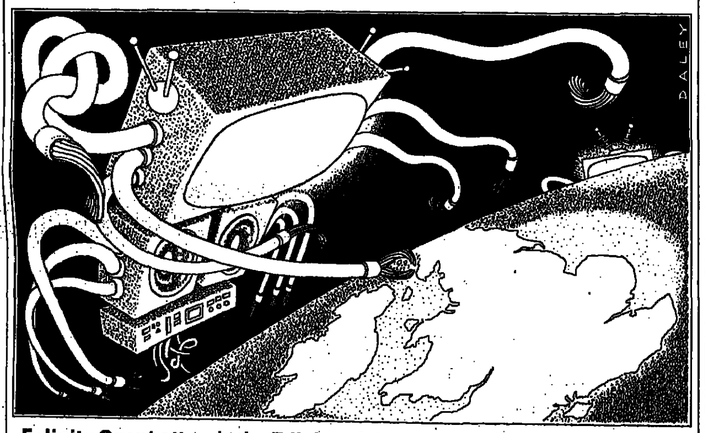
After revealing his concern over the use of increasingly interactive computer power with children, Papert exhorted his audience to help ensure that it is used carefully.

"It is up to all of us here to do our best to ensure that this force is used positively. We don't have a guarantee of winning, but we do have a guarantee that if nobody tries to step in, the natural forces are much more likely to lead us in the direction of harm."

MEDIA

TV future in orbit

Felicity Grant attends the Edinburgh International Television Festival debate on "Educational Broadcasting – Its Changing Future". The battle of the new technologies.



Come November, up to 12 cable-television companies will receive the go-ahead from the Home Office and the Department of Trade and Industry to develop pilot cable-televison networks in assorted places across the United Kingdom. More will follow. In 1986, two Direct Broadcast Satellite channels will be beaming pay-service television programming and feature films across this sceptered isle, courtesy of the BBC. And they will have company in the guise of more orthodox commercial companies also offering television by satellite. Meanwhile, penetration of the videocassette machine market is creeping past the 25 per cent mark. Competition is warming up for our audio-visual attention; the multi-channelled future is upon us.

The new media moguls of cable and satellite speak to us of the wired society, the day of high-speed information exchange, of individual access to vast libraries of data and television programmes, of whole cable-television channels devoted to support news, music and education.

The Edinburgh International Television Festival debate, "Educational Broadcasting – Its Changing Future", was nothing if not timely this year, held on the very day when applications for pilot cable-television licences had to be submitted for consideration, August 31.

"The whole question of appropriate methods of distribution of educational programmes will be hotly debated over the next five years," observed BBC Controller of Educational Broadcasting, Don Gratton. Mr Gratton is used to heat. After all, it is barely three years since his department survived rather thorough scrutiny by the BBC's Future Policy Group and emerged relatively unscathed, save for some carefully-judged budget bruises, at a time of minor cuts. The ensuing shift of a chunk of Schools Radio programmes to night-time transmission for recording causes him little anxiety – nor does the nudging of Schools Television to BBC2.

There is a school of thought that sees education, despite the recent cuts, as an industry due for vast expansion towards the end of the century. Economic and social demands for new skills to be developed in a society that works less and, for fewer hours will, it is argued, create a market for educational television and associated materials far beyond existing levels.

However, the panellists at Edinburgh, far from seizing the moment to argue the cause and outline strategies for a prime position in tomorrow's market place, contented themselves with what bordered on a luke-warm chat show, held together, but totally unstructured, by Anna Ford in the chair.

Cable and satellite are, it is true, unlikely to offer a viable alternative to on-air educational broadcasting by the BBC and ITV for a very long time. Satellite channels and receiving dishes are far from cheap and cabling up the United Kingdom will take a good 20 years. However the technology develops, the early impact of both forms on the financial base for BBC and ITV will have very real implications for policy decisions in established broadcasting.

ITV has already found itself obliged to ingest the levy impact of Channel 4, and advertising competition from TV-am. There is much talk of "audience fragmentation", increasing production costs and decreasing profits. Senior managers in ITV have made it clear to the Independent Broadcasting Authority that the "licence to print money" is long gone and, along with it, the good will to produce significant amounts of public-service-style programming and tolerate its protection in the schedules.

Competition for ITV franchises will be played out to a somewhat different tune in 1989 from that which characterized 1981. If textbooks and other educational materials are there to be purchased from commercial sources, why not schools programming?

The closest the panel got to this thought at Edinburgh stemmed from a caution raised by *The Guardian*'s Peter Fiddick. Warning of the increasing competitiveness between network broadcasters, he noted the danger of "marginalizing schools broadcasts" and raised a small prayer for the balance of "political prudence against political necessity" in determining the future of educational television.

Political prudence and necessity have, of course, obliged the Open University to revise broadcasting policy since the first heady days of its opening. In the battle for air time, the OU has taken to mailing cassette-recorded audio programming in substantial quantity. The costs of a similar operation for video programmes are currently prohibitive and the result, according to Head of OU Programmes, John Richmond, has been to force the OU "into a much more precise use of television".

That kind of pulling back into more careful exposure could well be a strategy which educational broadcasters ought to consider in what will be a stormy ride, politically and financially, over the next few years. The OU has always valued, and rightly, the "showcase" advantage of on-air broadcasts, and schools broadcasters, with equal right, point to the substantial eavesdropping audience which their programmes attract. But both schools and OU broadcasters will have to argue more cogently and objectively if they are to hang on to that opportunity.

It is not enough for Channel 4, represented at Edinburgh by Carol Haslam, to report co-production and partnerships and talk of varied styles of programme format and educational follow-up to general programming. With 15 per cent of the output devoted to education, 13 slots for it this week alone and much of it at civilized viewing times, the drum needs banging with rather less gentility to show that education can and will compete in the market place, given decent resources and exposure.

Channel 4 is still finding its feet as audiences struggle to remember the fourth button on the set. More needs to be said about the 8,000 people who wrote in for a booklist following the 11-part series on *Vietnam*. Broadcasters need reminding and the public informing about the solid rating for series as varied as *The Wine Programme*, *Stand Your Ground* and *What Went Wrong*.

There was a quick final burst at Edinburgh in the education debate. It came from the floor and from Channel 4's Senior Commissioning Editor, Naomi Sargeant, who declared herself optimistic about the future for education on the box. A few people are reported to have woken up in a session that succeeded in boring the committed and confirming the worst prejudices of other broadcasters who see little to be excited about in the world of education. Let us hope that next year we get some carefully prepared papers about firing bullets not biting them; promoting policies not retreating into them and, please, delivered with sufficient energy to keep the audience awake.

briefings
radio & tv

For schools

PICTURE BOX
(Monday 9.30, Friday 10.00, ITV)
All this year's programmes to stimulate creativity in 8 to 11-year-olds are new. Here, a two-part adaptation of "Peter and the Wolf" with real animals and Prokofiev's music.

ZIG ZAG
(Monday 11.00, Wednesday 14.40, BBC2)
The replacement for "Merry-Go-Round" aims to feature more stories and begins with a unit about the Normans. Eight and nine-year-olds can learn how to build a motte and bailey castle from the special BBC computer pack, "Fletcher's Castle" (£9-address in teacher's notes).

MAKE UP YOUR MIND
(Monday-Friday 00.45-01.10, VHF4)
NB The first night-time broadcast series – five programmes to stimulate thinking and talking among older teenagers on decisions which medical science has offered everyone.

MATHS COUNTS
(Tuesday 9.26, BBC2)
"Survival mathematics" for 14 to 16-year-olds who are unlikely to take a public exam. This situation comedy series stars Roy Kinnear who helps his nephew and niece cope with mathematical problems.

PICTURES IN YOUR MIND
(Tuesday 14.40, Thursday 14.35, VHF4)
Developed from "Stories and Rhymes", these programmes aim to spark the imagination of seven to nine-year-olds. "Spell Makers" is a unit about changes and people who make them, with stories on Tuesdays and poetry or music on Thursdays.

ASTRONOMY
(Thursday 10.15, VHF4)
This new series begins with an introductory teacher's programme. Helps 9 to 12-year-olds concentrate on distinguishing the fact from the fiction and gives them a foundation for more advanced study.

WAYS WITH WORDS
(Friday 10.00, ITV)
Encourages eight and nine-year-olds to use their own experience of life to develop written and oral forms of language work.

ENGLISH FILE
(Friday 14.30, BBC2)
A new production of Shaw's "Androcles and the Lion", in two parts, heads this new series for 14 to 17-year-olds.

NB: BBC Schools Television moves to BBC2 and several secondary Schools Radio broadcasts move to late-night slots on Radio 4VHF.

RESOURCES



Screen tests

Peta Levi on an audio-visual approach to assessing 14 to 18-year-olds for different occupations

Inter-Action, which the Council of Europe has described as "the most exciting community development agency in Europe", has recently launched Occupation Preparation Systems (OPS). These two audio-visual based systems assess 14 to 18-year-olds for unskilled, semi-skilled and skilled occupations, with some hands-on experience for testing aptitude for a particular skill. They attracted considerable interest from the 200 people attending the launch, including careers advisers and voluntary, private and public Youth Training Scheme providers.

The advantages of OPS over the existing paper-based assessment systems are that no reading ability is needed and that young people are highly motivated by the audio-visual approach.

Since many young people may be unemployed for short or long periods – maybe for a lifetime – OPS has been called "Occupation Preparation Systems" and not "Work Preparation Systems". It has, therefore, been designed partly to help young people to understand themselves better and to find out what they enjoy doing, so that whether they are being paid or not, they can prepare themselves for the constructive and satisfying use of time, in or out of work.

As a charity Inter-Action cannot be a trading enterprise. So it established Options Training Ltd to distribute OPS. David Bowen, who was a marketing trainer with Rank Xerox, is now marketing OPS for them; profits are ploughed back into further development and research.

The Occupation Preparation Systems, which are based on research by American educationists, are marketed by Prep Inc in America, where they are used in a wide variety of institutions working with large numbers of people, from schools to prisons. Last year Inter-Action contracted to develop and market them in the United Kingdom, where they are being aimed at the educational and careers services and at managing agents for YTS.

The American research examined the work content of 904 jobs, which were categorized into 16 elements of work: eight concrete categories, including correction, fine motor, order, utility; four social categories, from management to attending (ie dealing with people in an impersonal way); and four information categories, namely innovation, verbal, numerical and clerical. The 904 jobs were analysed and charted for work content based on these categories. It was found that the jobs fell into 24 patterns or work clusters.

System 1 ("Occupation Match") looks at the individual's preferences and experience and draws a pattern which is then linked to the work clusters. It would in no way replace the careers councillor or trainer, but is an information aid suggesting a wide range of jobs (job titles, types of work and relevant industries), as well as written profiles indicating which occupations the individual is likely to enjoy or not.

It consists of 240 "preference" slides and 240 "experience" slides with tapes and instruction manual (cost £645, plus £4 per head for computer processing of each form). Each pupil has a computer input form. For every question he or she must indicate a choice between four degrees of like and dislike. There is a question every 15 seconds, but the teacher/careers adviser can control the speed. As each picture comes on the screen a verbal description is given and repeated. The 240 "preference" questions include: serve at table; fit pipe joints; keep money records accurately; maintain order at discos; take shorthand dictation; wire electronic circuits; mix cement with hand tools; race stock-cars. If the correlation between experience and preference is low (as, say, with a 15-year-old), System 1 ignores the experience and simply considers preference. Two hundred and forty questions take an hour to answer. Forms are then returned to OTL for computer processing. The wide range of jobs/occupations that System 1 suggests are suitable is important in itself, since many young people are often rigid in their ideas of what they think they can do.

System 1 is designed to establish not only which of the 24 work clusters is best suited to the individual (it may incidentally be several), but also on which work modules in System 2 ("Occupation Skills Sample") it would be worth testing the young person's aptitude for tasks in that cluster.

In America over 20 work modules have been developed; but Options Training Ltd felt these needed considerable revision for the UK, both in the tools used and in the educational content. They will have six work modules ready this month. These will cover electronic assembly, computer operation (at the moment only on Apple 2, but it will be put on other computers), clothing, clerical, woodwork and retail sales (on which they had advice from Marks and Spencer).

Each work module consists of an audio-visual instruction tape with slides and a portable box of tools. The module costs £355 without the tools, which would average around £150 a module. A complete list of tools is supplied for people wanting to buy their own.

System 2 should not be regarded as a training programme; the instruction tapes do not go into the reasons why things are done. However, the pictures and instructions are very clear and the individual can work at his own pace. The tape stops each time a task is to be carried out and the individual restarts it only when he is ready. Self-assessment and trainer assessment are built in. At various points in the tape the individual is asked to answer questions on a form, such as, how did you get on with that task? Was it easy or difficult? How well do you think you did it?

All the modules start by setting the scene, describing some typical jobs where the type of task the individuals are about to do would be performed. The module on the electronic assembly industry shows how to identify resistors, how to put the correct resistor into a simple circuit and how to wire a harness. The clothing module, which contains a sewing machine, demonstrates how to thread it and how to perform simple sewing tasks, while the computer module shows how to load a disc, use a keyboard and enter data into a simulated air-line travel program.

The system can be used in different ways, either on a one-to-one basis or by having the slides projected on to a wall and getting groups of youngsters, each with his own tools to work (at the pace of the slowest), or as an experience, rather than an assessment tool, by getting two or three pupils to work on one module. (Incidentally it is best to use a synchronized slide-and-tape projector, such as the Bell and Howell 850).

The Principal Careers Officer for Wiltshire, T G Collins, comments: "Between the end of secondary education and the first period of post-16 continued education and training, the need for careers officers and those concerned with continued education and training to assess vocationally-orientated skills accurately and systematically is vital. In reconciling the need for validity and reliability with the very real practical problem of dealing with large numbers of young people, the Occupation Preparation Systems offer one of the few available solutions which we would like to develop further in Wiltshire."

Brian Goldsworthy, Waltham Forest's Youth Training Development Manager (an activity under the umbrella of the community education department), is buying OPS. He intends using System 1 for initial pre-YTS assessment and System 2 for further along the YTS programme. He chose OPS because "it is very clear and concise, very practically based and quite entertaining".

Judging by comments from YTS managers, school careers services could well find OPS helpful in ensuring that young people are directed more accurately to appropriate YTS programmes.

For further information write to David Bowen, Inter-Action Trust Ltd, 15 Wilkin Street, London NW5 3NX (01-267 9421).

Map reading

by M J Clark

Topical JRO Maps
British distributor Macmillan Education Ltd, Marketing Department, Freepost, Basingstoke, Hampshire RG21 2XS
Annual Subscription £33.00.

The Topical JRO Map packs introduced as a monthly (excluding July and August) subscription service this year provide a source of information and display on topics which lie midway between geography and "current affairs". With a statistical lag time as low as one year in some cases, the maps are able to maintain an apparent freshness by focusing on themes which are likely to seem "current" at any time during the next five years, for example "The Green Revolution in India", "Sharing out the Oceans", "Nuclear War – does deterrence guarantee peace?" and "Nigeria after the oil boom".

Each pack comprises a large multi-colour wall chart (AO size) with maps, diagrams and keynote text, together with a smaller (A3) copy for file reference or teacher use. The equivalent of two pages of explanatory text is also provided, which sets the scene without being able to give much detail.

The first impression is favourable. This map series could rapidly be built into a valuable resource for a discussion of themes within this man's land between curriculum subjects and journalism. The graphics are colourful. The keynote text is cogent. The package as a whole has considerable impact. If nothing else, the access to recent statistics will be seen as a boon. Given the paucity of materials in these fields, the Topical JRO maps appear to have considerable potential.

On closer inspection, however, the graphic design leaves much to be desired, it is cluttered with information to the point where it is often difficult to tell which key belongs to a given map. Considerable use is made of relative statistics (data indices related to a base year rather than being expressed in absolute units), which buys short-term impact only at the expense of making it difficult in subsequent years to assess the continuing pace and direction of change.

Most worrying, perhaps, is the revelation that JRO is in fact the name of a German parent publishing house and editorial team. Occasional quaint spellings such as "Economic Structure" are a minor annoyance, but the underlying national focus is likely to be difficult for many British teachers to contend with. Where European interests are held in common (for example on many Third World issues) the national bias is unobtrusive. It becomes more prominent in "Sharing out the Oceans", which degenerates into a diatribe about Germany's unfair treatment under the Third UN Sea Law Conference. By the time we reach the Nuclear War pack all pretence at impartiality is abandoned in favour of uncompromising anti-nuclear propaganda. Subscribers are likely to be subject to an editorial policy that is not only coloured by a strong standpoint, but one that has its roots within another nation's politico-cultural context – an interesting but challenging prospect for a teacher seeking a sense of balance.

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Rubery Nursery School
Leybrook Road, Off Bolton Grove, Bristol Road South, Rednal, Birmingham B45 9PB
Tel: 453 2158

January 1984

Headteacher
Group 1

Accommodating 50 children – situated on an attractive site, adjacent to the local primary school, in the South West suburbs of Birmingham.

Applications to
Chief Education Officer
City of Birmingham Education Department
Schools Division South Area
Education Office
Margaret Street
Birmingham B3 3BU

BIRMINGHAM CITY COUNCIL

ilea Inner London Education Authority

HEADSHIP

KINTORE WAY NURSERY SCHOOL
Grange Road, SE1 3BW

Applications are invited from teachers with training and experience in nursery education for the headship of this school which is vacant now. Roll 80 full-time and 60 part-time pupils. Burnham group 3 plus Inner London allowance.

Please send foolscap sae for application form and further details to Education Officer, EO/TS10, County Hall, SE1 7PB. Closing date for the return of completed application forms 30th September.

ILEA is an equal opportunities employer.

Nursery Education

Headships

BARNET
(LONDON BOROUGH)
REQUIRED JANUARY 1984:-
BROOKHILL NURSERY SCHOOL
Brookhill Road, East Barnet, EN4 8SD
Roll 107
HEAD TEACHER - Group 2
Applications are invited from suitably qualified and experienced nursery teachers.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e.) obtainable from and returnable to the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL by 30th September, 1983. (51551) 100010

ROCHDALE
METROPOLITAN BOROUGH OF ROCHDALE EDUCATION DEPARTMENT
An Equal Opportunity Employer
BRIMROD NURSERY SCHOOL
Finsbury Street, Rochdale OL11 4NB
Tel: Rochdale 44055
(3 - 4) HEADSHIP
Applications are invited from suitably qualified and experienced teachers for the Headship of the above school which caters for 80 pupils aged 3 to 4 years.
Application forms and further particulars are available on receipt of a foolscap stamped addressed envelope from the Chief Education Officer, Education Department, P O Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD to whom they should be returned by 30th September 1983. (18991) 100010

Other Appointments

BEXLEY
LONDON BOROUGH
WEST LODGE SCHOOL
36 Station Road, Sidcup, Kent
Tel: 01-300 2489
Part-time Nursery Class teacher required immediately in this mixed independent school.
Please apply to the Headmistress with C.V. (17135) 100026

BLACKHEATH
MONTESSORI CENTRE
Independents Rd., SE3
Montessori Teacher required full-time postition.
Contact - Mrs McInnes 8526765. (17131) 100026

DEVON
Please see displayed advertisement on page 60. (51756) 100026

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
WINDHAM NURSERY SCHOOL
Windham Road, Richmond TW9 2HP
Required for January 1984 a qualified, experienced nursery teacher. This is a 30 place school, predominently double session, functioning as a team teaching situation in conjunction with the headteacher and N.N.E.B. nursery nurse. Ability to play the piano would be an added asset. Scale 1 plus Outer London Allowance of £645.
Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmistress at the school by 30th September. (51726) 100026

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
WYBOURN NURSERY SCHOOL
Eston Place, Sheffield S2 5ET
Required for January 1984, an experienced nursery teacher, scale 2 + SPS, to take responsibility for curriculum development at this Nursery school. This is an open plan school with 65 fte places. The school has close links with the community and considerable parental involvement.
Application forms from the Chief Education Officer (Teachers Division) to whom completed forms should be returnd by 30th September 1983 to PO Box 67, Leopold Street, Sheffield S1 1RJ.
This is a readvertisement. Would previous applicants kindly re-apply if still interested. (51941) 100026

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
DAVIES INFANTS SCHOOL
Davies Lane, London E11
Head: Mrs. D. Pusey
Required for January TEACHER-IN-CHARGE-NURSERY UNIT. An enthusiastic and experienced nursery teacher to lead the team in this 40 place multi-ethnic nursery unit. Ability to offer music an advantage.
SCALE 2 Plus London and Social Priority Allowance.
Application form available from Head Teacher (send s.a.e.) Ref. P.21/374.
Closing date: 30th September. (51431) 100026

Low Hall Nursery School
Low Hall Lane, London E17
Head: Miss H. Whittingham
Required for January

Deputy Head Teacher

£6,477–£9,279 plus £645 London Allowance

A suitably qualified, experienced and enthusiastic teacher for the Deputy Headship of this Nursery School.

Roll 90 f.t.e.

Application form and further details available on receipt of an s.a.e. from the Chief Education Officer, Municipal Offices, High Road, London E10 5QJ.

Closing date: 30th September, 1983. Ref. No. N4/302

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status

Waltham Forest

NORLAND NURSERY TRAINING COLLEGE LTD.

Applications are invited for the following posts:—

1. **PRACTICAL WORK TEACHER**
Salary £6,000-£7,000 p.a.
(according to age and experience)

The successful applicant will be conversant with the revised NNEB syllabus and have had previous experience in Nursery Nursing and/or Nursery Teaching.

ALSO

2. **RELIEF NURSERY NURSE**
(NNEB Essential)

For work in Residential Nurseries, Day-Care and Nursery School.

Job descriptions and application forms for the above posts are available from Mrs. L. E. Davis, Principal, Norland Nursery Training College, Denford Park, Hungerford RG17 0PQ.

Closing date for receipt of completed applications 7th October 1983.

HEADSHIPS

HARLINGTON LOWER SCHOOL
Westoning Road, Harlington, Dunstable LU5 6PD
From April 1984. Group 3

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 3 Lower School. Estimated number on roll April 1984: 132 children aged 4–8+ years.

KENSWORTH J.C. LOWER SCHOOL
Common Road, Kensworth, Dunstable LU6 3RH
From April 1984. Group 3

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 3 Lower School. Estimated number on roll April 1984: 88 children aged 4–8+ years.

SOUTHILL LOWER SCHOOL
Church Road, Southill, Biggleswade, Beds. SG18 9JA
From April 1984. Group 2

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 2 Lower School. Estimated number on roll April 1984: 58 children aged 4–8+ years.

CAMPTON LOWER SCHOOL
Rectory Road, Campton, Shefford SG17 5PF
From April 1984. Group 1

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 1 Lower School. Estimated number on roll April 1984: 44 children aged 4–8+ years.

Application forms and further details available from the Chief Education Officer, County Hall, Cauldwell Street, Bedford MK42 9AP.

Closing date: 30th September, 1983.

Bedfordshire

ilea Inner London Education Authority

HEADSHIPS

ST LUKE'S, KILBURN, CE (JM&I) SCHOOL
Fernhead Road, W9 3EJ. Tel: 01-969 0236

The governors are seeking an experienced primary practitioner who is also a committed Christian to be head of this EPA school as soon as possible. Roll 150. Burnham group 4 plus Inner London allowance plus £201/£276 social priority allowance. Visit welcomed.

Application form and further details from the Correspondent, Miss M. Moses, c/o the school. Closing date for the return of completed application form 30th September.

WYBORNE (JM) SCHOOL
Ivor Grove, Footscray Road, New Eltham, SE9 2AJ

Applications are invited from suitably qualified and experienced teachers for the headship of the above school which is vacant now. Roll 256. Burnham group 5 plus Inner London allowance. Visits welcomed.

Please send foolscap sae for application form and further details to Education Officer, EO/TS10, County Hall, SE1 7PB. Closing date for the return of completed application forms 30th September.

ILEA is an equal opportunities employer.

Education Committee

Headteacher

OLIVER QUIBELL INFANT SCHOOL, Bowbridge Road, Newark, Notts. NG24 4EG

Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the retirement of the Headteacher.

Number on roll: 75 — Salary Group: 3

Vacant: 1st January, 1984.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Closing date: 30th September, 1983.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

Primary School Education

Headships

AVON COUNTY
THE TYNINGS JM & I SCHOOL
Eastleigh Close, Gloucester Road, Staple Hill, Bristol BS16 4SQ
Salary in accordance with Group 5. Vacancy from 1st January 1984.
Further details and application form, returnable by 30th September, from Director of Education, PO Box 57, Avon House North, St James Barton, Bristol BS99 7EB, please enclose sae.
Avon is an equal opportunities employer. (51733) 110010

BUCKINGHAMSHIRE
MILTON KEYNES AREA
CORNHILL COUNTY FIRST SCHOOL
Jonathans, Coffee Hall, Milton Keynes
Group 3
The Headship will be available from January or April 1984 due to the retirement of the present post holder.
Applications are invited from experienced and enthusiastic teachers for this purpose-built first school designed for pupils aged from 5 to 8 years.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from J.A. Ginnever BSc MEd, Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of a foolscap stamped addressed envelope. (18675) 110010

CROYDON
TRINITY SCHOOL
Croydon
Head of Junior School required for September 1984.
see Independent Schools Deputy Headships. (18087) 110010

BUCKINGHAMSHIRE
MILTON KEYNES AREA
ST. MONICA'S RC COMBINED SCHOOL
Currier Drive, Neath Hill, Milton Keynes MK14
With Nursery Class - Group 5
APPOINTMENT OF HEADTEACHER
Applications are invited for January or April 1984 from suitably qualified and experienced practising Roman Catholic teachers for the above post.
The post will become vacant from 1st January, 1984, following the promotion of the present Headteacher.
The school, which opened in 1977 under the present Head, is situated in pleasant surroundings about a mile north-east of Milton Keynes city centre.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Clerk to the Governors of St. Monica's RC Combined School, 30 Langcliffe Drive, Heelands, Milton Keynes MK13 7LA (Tel: 0908 312709).
Completed applications should be returned to J.A. Ginnever B.Sc. M.Ed., Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY by Wednesday 5 October 1983. (18980) 110010

BUCKINGHAMSHIRE
COUNTY COUNCIL
TWYFORD C.E. FIRST SCHOOL
Near Buckingham, Bucks.
Applications are invited from experienced teachers for the HEADSHIP of this Group 1 school from January 1984.
Present roll: 29 children aged 5 - 9.
Assistance with removal expenses is given in approved cases.
Application form (s.a.e.) from, and to be returned to, Education Officer, Exchange Street, Aylesbury, Bucks HP20 1UH.
CLOSING DATE: 3rd OCTOBER. (51599) 110010

CAMBRIDGESHIRE
Applications are invited for the following HEADSHIPS to commence in January:
ELSWORTH C.E. (A) PRIMARY SCHOOL
Group 3, 95 on roll
PAPWORTH EVERARD COUNTY PRIMARY SCHOOL
Group 1, 46 on roll
WILBURTON VOLUNTARY PRIMARY SCHOOL
Group 2, 80 on roll
Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge CB3 0AP (s.a.e. please) returnable by 26th September. (18725) 110010

GLOUCESTERSHIRE
BLEDINGTON COUNTY PRIMARY
Bledington, Oxon OX7 6US
48 on roll, 4 - 11 years
Head Teacher, Group 1 required 1st January 1984.
Forms and further details from Chief Education Officer, Shire Hall, Gloucester (Enclose SAE) (Readvertisement previous applicants considered). (51828) 110010

HERTFORDSHIRE
STAPLEFORD, VOLUNTARY AIDED, CHURCH OF ENGLAND, JM & I SCHOOL
Stapleford, Nr. Hertford
Head required from 1 January 1984. Group 1 salary plus fringe allowance. School house available.
Application form and further particulars from The Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 8BQ, to whom completed forms should be returned by 26 September 1983. (16128) 110010

HERTFORDSHIRE
ST. ANDREW'S CHURCH OF ENGLAND, VOLUNTARY AIDED JM & I SCHOOL
Much Hadham.
Head required from 1 January 1984. Group 2 salary plus fringe allowance. School house available.
Application form and further particulars from The Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 8BQ. Completed application forms to be returned to the Chairman of Governors, Revd. Michael McAdam, The Rectory, Much Hadham, Herts. Closing date 26 September 1983. (16129) 110010

HERTFORDSHIRE
STUDLANDS RISE FIRST SCHOOL
Studlands Rise, Royston, Herts.
Roll: 175
HEADTEACHER (Group 4) required for January 1984.
Application forms and further details from Divisional Education Officer, Grammar School Walk, Hitchin, Herts. SG5 1JN. PLEASE ENCLOSE S.A.E. (16998) 110010

HERTFORDSHIRE
RE-ADVERTISEMENT
CRESWICK J.M.I. SCHOOL
Howlands, Welwyn Garden City
Group 4 148 on roll
An energetic and enterprising person is sought for the Headship of this Group 4 school for January 1984. Removal expenses of up to £2,400 payable in approved cases.
Previous applicants will be reconsidered.
Further details and application form from Divisional Education Officer, The Woodside Centre, The Commons, Welwyn Garden City AL7 4RZ (s.a.e. please). (18438) 110010

HERTFORDSHIRE
FAIRLANDS JMI SCHOOL
Pound Avenue, Stevenage—37—Group 5
(Group 5, 260 on roll)
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this Group 5 JMI School for January, 1984.
Application forms and further particulars are available from the Divisional Education Officer, The Grange, High Street, Stevenage, Herts. S.A.E. Please.
Closing date: Wednesday 28th September, 1983. (16544) 110010

HERTFORDSHIRE
AYCLIFFE DRIVE J.M.I. SCHOOL
Aycliffe Drive, Hemel Hempstead
(GROUP 5)
Applications are invited for the HEADSHIP of this school, opened in September 1974 and in the latest development area of Hemel Hempstead. The appointment is for January 1984.
Forms and further details from the Divisional Education Officer, The Bury, Queensway, Hemel Hempstead. (S.a.e. please). Closing date 30th September, 1983. (18665) 110010

HERTFORDSHIRE
ASHWELL JMI SCHOOL
Silver Street, Ashwell, Herts.
Roll: 140
HEADTEACHER (Group 3) required for January 1984.
Application forms and further details from Divisional Education Officer, Grammar School Walk, Hitchin, Herts. SG5 1JN. PLEASE ENCLOSE S.A.E. (16997) 110010

PRE-SCHOOL REPRESENTATIVE

Inner London — c. £8,000 + car

We require a highly motivated person, male or female, to promote our wide range of quality equipment in Pre-School establishments within the Inner London boroughs.

Applicants should display initiative, practical experience of working with Under-5's, and an ability to relate to those responsible for the care and education of the Pre-School child. A sound knowledge of Pre-School practise and provision in Inner London is essential.

Comprehensive training will be given and generous benefits and allowances are available in addition to a good basic salary.

This is a new, full-time appointment with a rapidly expanding Company placing special emphasis on service, quality, and responding to the changing patterns of Pre-School provision in our Multi-Cultural society.

Please write for application, giving details of relevant experience, to: Mr. M. C. Beard, Sales Manager.

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Nottingham Educational Supplies Ltd.,
17 Ludlow Hill Road, West Bridgford, Nottingham NG2 6HD

Bradford and Keighley are set in the heart of West Yorkshire, next door to the Bronte Country and within easy reach of the Yorkshire Dales.

HEADSHIPS

GRANGE ROAD FIRST SCHOOL
Bradford 7 – Group 5 *(Re-advertisement)*
Applications are invited from suitably qualified and experienced teachers for the Headship of this first school for children between the ages of 3 and 9 years. There are at present 425 on roll, including 80 who attend the Nursery Unit on a part-time basis. This is a multi-ethnic school and applicants should have an interest in, and preferably experience of multi-cultural education. The successful applicant will be expected to take up the post in January 1984.
Previous candidates will be considered and need not re-apply.
Further details and application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP, where completed forms should be returned by 30 September 1983.
Reference ET 78783/TES

OUR LADY OF VICTORIES PRIMARY SCHOOL (5–11)
Guardhouse, Keighley – Group 4B *(Re-advertisement)*
Applications are invited for the post of Headteacher of this School. There are 220 pupils on roll and 30 nursery places. It is an SPA School.
Applicants should be suitably qualified Roman Catholics.
The appointment will commence on 1 January 1984.
Previous candidates will be considered and need not re-apply.
Application forms and further information from the Directorate Personnel Office, 4th Floor, Provincial House, Bradford 1.
Completed application forms should be returned to the Reverend K. Griffin, Our Lady of Victories, West Lane, Keighley BD22 6ES by 30 September 1983.
Reference ET 73683/TES.

City of Bradford Metropolitan Council

We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability unless otherwise stated.

LONDON BOROUGH OF REDBRIDGE
Required for January 1984 or as soon as possible thereafter
REDBRIDGE JUNIOR SCHOOL
College Gardens, Redbridge, Ilford, IG4 5HW.
Tel: (01) 550 3019

HEADTEACHER
Group 5
(£11,457-£12,672 plus Outer London Allowance)

A suitably qualified and experienced teacher is required for the Headship of this Junior (7-11) School: previous applicants will be automatically considered.

RAY LODGE INFANTS' SCHOOL
Snakes Lane, Woodford Green, Essex IG8 7JQ.
Tel: (01) 504 2619

HEADTEACHER
Group 4
(£10,572-£11,784 plus Outer London Allowance)

A suitably qualified and experienced teacher is required for the Headship of this Infants' School.
Forms and further details of these posts are available from the Director of Edutional Services, K G M Ratcliffe, Lynton House, 255-259 High Road, Ilford, Essex (Tel: 01-478 3020 Ext. 193), to whom completed applications are returnable by 30 September 1983. TES11-10.

HEADTEACHERS

ST ANDREWS C. OF E. (CONTROLLED) PRIMARY SCHOOL, (Group 5), School Green Lane, North Weald, Epping

AVELEY COUNTY INFANT SCHOOL (Group 3), Stifford Road, Aveley.

London Fringe Allowance £246 p.a. payable at each school.

Closing date: 7th October, 1983.

Removal and disturbance allowance scheme in operation.

Please send foolscap s.a.e. for form and details to the County Education Officer, PO Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.

ESSEX County Council

PRIMARY HEADSHIPS
continued

HERTFORDSHIRE

HIGHBURY INFANTS' SCHOOL
Standhill Road, Hitchin, Herts.
Roll: 125
HEADTEACHER (Group 4) required for May 1984.
Application forms and further details from Divisional Education Officer, Grammar School Walk, Hitchin, Herts. SG5 1JN. PLEASE ENCLOSE S.A.E. (16999) 110010

LINCOLNSHIRE

BOSTON ST MARY'S R.C. PRIMARY SCHOOL

Roll 165

Required for January 1984. Head Teacher Group 4.

Forms and further details from the Divisional Education Officer, Education Department, County Hall, Boston, Lincs. PE21 6LX, on receipt of a SAE. (18103) 110010

NORTH YORKSHIRE

COUNTY COUNCIL
Applications are invited from suitably qualified and experienced teachers for the following HEADSHIP
APPOINTMENT: RE-ADVERTISEMENT
ST MARTIN'S C E (AIDED) PRIMARY SCHOOL
Scarborough
(Group 3)
Applicants for the post must be practising communicant members of the Church of England.
Candidates who applied previously should let me know, in writing, if they wish their applications to be considered further.
Please send stamped addressed envelope for application form and details to the County Education Officer, County Hall, Northallerton DL7 8AE. Closing date will be fourteen days after the appearance of this advertisement. (18685) 110010

OXFORDSHIRE

COUNTY COUNCIL
TACKLEY CE (C) PRIMARY SCHOOL
Required for January 1984, a Headteacher for this Group 2 Primary school with approximately 65 on roll. Tackley is 3 miles from Woodstock.
Application forms and further particulars available from the Chief Education Officer, Macclesfield House, New Road, Oxford OX1 1NA to be returned within two weeks of the appearance of this advertisement. SAE essential. (16008) 110010

KENT

COUNTY COUNCIL
Education Department
ASHFORD DIVISION
Appointment of Head Teacher
WITTERSHAM CE (AIDED) PRIMARY SCHOOL
Wittersham, Tenterden, Kent TN30 7EA
Group 3 Roll 88
Appointment to take effect from the beginning of the Spring Term, 1984.
The school has strong links with the parish churches and applicants should be active communicant members of the Church of England.
This is a re-advertisement - previous applicants will be re-considered.
Application forms and further particulars (SAE please) from Clerk to the Governors, Wittersham CE (Aided) Primary School, Wittersham, Tenterden, Kent TN30 7EA to whom they should be returned by the 30th September, 1983.

DARTFORD DIVISION
Appointment of Head Teacher
SWEYNE COUNTY JUNIOR SCHOOL
Keary Road, Swanscombe. DA10 0BU
Group 5. Roll: 230
This appointment is to take effect from 1st January, 1984. Fringe allowance.
Application forms and further details from the Divisional Education Officer, Essex Road, Dartford, to whom they should be returned by 30th September, 1983 (SAE please).

MAIDSTONE DIVISION
HARRIETSHAM CE (CONTROLLED) PRIMARY SCHOOL
Harrietsham, Maidstone, ME17 1AJ
APPOINTMENT OF HEAD TEACHER
GROUP 3, FORECAST ROLL FOR JANUARY 1984 - 76
This appointment is to take effect from the 1st January 1984.

NETTLESTED COUNTY PRIMARY SCHOOL
Nettlestead, Maidstone, Kent ME18 5EZ
Appointment of Head Teacher Group 2: Forecast role for January 1984 - 61
This appointment is to take effect from the 1st January, 1984.
Application forms and further particulars from the Divisional Education Officer, Astley House, Hastings Road, Maidstone ME15 7SQ to whom they should be returned by the 30th September 1983 (S.A.E. please). (17140) 110010

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
CHURCHSTOKE C.P. SCHOOL
Applications are invited for the post of qualified Head Teacher of this group 2 County Primary School. Duties to commence in January, 1984. (Ref: 707).
Application forms and further particulars obtainable from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 23rd September, 1983. (16114) 110010

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
DOLFOR C.P. SCHOOL
Applications are invited for the post of qualified Head Teacher of this group 1 school, to take up duty in January, 1984. (Ref: 703).
Application forms obtainable from the Director of Education, Education Department, The Lindens, Spa Road, Llandrindod Wells, Powys, to whom completed forms should be returned by 23rd September, 1983. (18451) 110010

ROCHDALE

METROPOLITAN BOROUGH OF ROCHDALE EDUCATION DEPARTMENT

An Equal Opportunity Employer

ST GABRIEL'S RC

PRIMARY SCHOOL
Tel: Rochdale 50280

(4 - 10)

HEADTEACHER GROUP 4

Required for January 1984.

Applications are invited from suitably qualified and experienced teachers for the Headship of the above school which currently has 180 pupils on roll between the ages of 4 and 10 years.

Application forms and further details are available on receipt of a foolscap stamped addressed envelope from the Chief Education Officer, Education Department, P O Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD. Completed forms should be returned to the Rev Father W. Dorran, St Gabriel's Presbytery, Smalley Street, Castleton, Rochdale by 26th September 1983. (18994) 110010

ROTHERHAM

METROPOLITAN COUNCIL
DINNINGTON JUNIOR SCHOOL
Required for January, 1984, HEAD TEACHER - GROUP 6 + S.P.A. Closing date: 23rd September, 1983.
Application forms and further particulars available from the Director of Education, Norfolk House, Walker Place, Rotherham, W.B. Muskett, Director of Personnel Resources. (17103) 110010

SALFORD

CITY OF SALFORD
EDUCATION COMMITTEE
ST. MARY'S R.C. (AIDED) PRIMARY SCHOOL
Hemming Drive, Eccles M30 0FJ
Required for January 1984 HEAD TEACHER (GROUP 4: 180 on roll).
Applications are invited from practising catholic teachers who are able to contribute to the ethos of the school. Please send s.a.e. for application form and further details of the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT. Completed forms to be returned to Rev. J. Burn, St. Mary's Presbytery, Oxford Street, Eccles, Manchester M30 0LU within fourteen days of the appearance of this advertisement. (51717) 110010

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
ST. TERESA'S R.C. (AIDED) PRIMARY SCHOOL
Clarendon Road, Irlam M30 5AA
Required for January, 1984. HEAD TEACHER (GROUP 4).
Applications are invited from practising catholic teachers holding the Catholic Teachers Certificate.
Please send s.a.e. for application form and further details to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT. Completed forms to be returned to Rev. R. Jeffers, St. Teresa's Rectory, Astley Road, Irlam M30 6AB within fourteen days of the appearance of this advertisement. (51714) 110010

WARWICKSHIRE

APPOINTMENT OF HEAD

ALL SAINTS' C.E. (AIDED) FIRST SCHOOL
Mitchell Road, Bedworth, Nuneaton CV12 9HP

Applications are invited from suitably qualified and experienced teachers, who are communicant members of the Church of England, for the post of Head of this Group 3 school (90 on roll) plus Nursery Unit, with effect from January 1984.

Application form and further details are available from the Northern Area Education Officer, Blackburn House, Bond Gate, Nuneaton CV11 4DD. Closing date 4th October, 1983. (51503) 110010

Primary Headship

Group 1
Dorrington C.E. (Aided) Primary School, Shrewsbury

The Headship will become vacant at the beginning of the Spring Term 1984.
Application forms and further particulars (send sae) from J. Boyers, BA, County Education Officer, Educational Department, Shirehall, Abbey Foregate, Shrewsbury SY2 6ND, to whom they should be returned by Tuesday, 27th September, 1983.

Shropshire County Council

ST. MARY'S R.C. JUNIOR SCHOOL
Hermitage Road, London N15 5RE

DEPUTY HEAD TEACHER

Required for January 1984 for this Group 4 School. Applicants must be experienced teachers and practising Roman Catholics. They should be willing to make a major contribution to the whole School in at least one area of the curriculum.
Application forms (s.a.e.) from Chief Education Officer, Education Offices, 48-62 Station Road, Wood Green, London N22 4TY and should be returned to The Chairperson of the Governors, Sister Mary Felicity, St. Mary's Priory St. Ann's Road, London N15 5RH by 30 September 1983.
Candidates who wish to visit the School may telephone the Head Teacher on 01-800 9305.
London Allowance (£987) payable.
Removal expenses.— 100% allowed in approved cases.
TES11-12

Haringey
Progress with humanity

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
BOOTHSTOWN C.E. (CONTROLLED) PRIMARY SCHOOL
Vicars Hall Lane, Boothstown, Worsley M28 4HB
Required for 1st January, 1984 HEAD TEACHER (GROUP 6).
Please send s.a.e. for application forms and further particulars to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT to whom completed applications should be returned no later than fourteen days after the appearance of this advertisement. (51712) 110010

WARWICKSHIRE

APPOINTMENT OF HEAD

BRINKLOW C.E. (CONTROLLED) FIRST SCHOOL
Brinklow, Rugby CV23 0LR

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 2 school (48 on roll) with effect from 1st January 1984.

Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, (ref: PS/JT) to whom completed forms should be returned by 23rd September, 1983. (16925) 110010

WARWICKSHIRE

APPOINTMENT OF HEAD

BEARLEY JUNIOR AND INFANT SCHOOL
Grange Road, Bearley, Stratford-upon-Avon CV37 0SE

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 1 school (34 on roll) with effect from 1st January 1984.

Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, (ref: PS/JT) to whom completed forms should be returned by 23rd September, 1983. (16924) 110010

Deputy Headships Second Masters/ Mistresses

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
MONTEAGLE INFANTS' SCHOOL
Burnham Road, Dagenham, Essex
(Roll 243)
Required for January 1984 - DEPUTY HEADTEACHER: An experienced and enthusiastic teacher willing to accept substantial responsibility.
Salary: Deputy Head Scale (Group 5) £8,568 - £10,677 per annum plus £987 per annum Inner London Allowance. Social Priority Schools' Allowance payable.

JOHN PERRY JUNIOR SCHOOL
Charles Road, Dagenham, Essex
(Roll 200)
Required for January 1984 - DEPUTY HEADTEACHER: Applications are invited from well-qualified, experienced and enthusiastic teachers. This is a modern, well-equipped school with its own swimming pool and playing field.
Salary: Deputy Head Scale (Group 4) - £7,659 - £9,972 plus £987 per annum Inner London Allowance.

EASTBURY INFANTS' SCHOOL
Dawson Avenue, Barking, Essex
(Roll 116)
Required for January 1984 - DEPUTY HEADTEACHER with special interest in Mathematics or Computers.
Salary: Deputy Head Scale (Group 3) £6,477 - £9,279 per annum plus £987 per annum London Addition.
Reimbursement of removal expenses in approved cases for all the above posts.
Application forms and further details for these posts from the Chief Education Officer, Town Hall, Barking, Essex. Closing date 30th September 1983. (s.a.e.). (51521) 110012

BARNET

REQUIRED JANUARY 1984:- DEPUTY HEADSHIPS.
Applications are invited from suitably qualified teachers for the post of DEPUTY HEAD TEACHER at the following schools:- Please state particular strengths and interests.

BELL LANE J.M.I. SCHOOL
Bell Lane, Hendon, NW4 2AS
Group 5, Roll: 330
COPPETTS WOOD J.M.I. SCHOOL
Coppetts Road, Friern Barnet, N10 1JS
Group 4, Roll: 196
GOLDBEATERS J.M.I. SCHOOL
Thirleby Road, Edgware, HA8 0HA
Group 6, Roll: 390
GRAVENOR AVENUE INFANTS' SCHOOL
Grosvenor Avenue, Barnet EN5 2BY
Group 2, Roll: 52
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e.) obtainable from and returnable to the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL by 30th September, 1983. (51839) 110012

BERKSHIRE

THEALE C.E. SCHOOL
Bath Road, Theale, Reading RG7 5BZ
N.O.R. 215
Required January 1984, DEPUTY HEAD (Group 4).
Application forms and further details from Headteacher. (SAE). Closing date 30th September 1983.
Berkshire County Council is an equal opportunity employer. (17478) 110012

BERKSHIRE

WINCHCOMBE COUNTY INFANT SCHOOL
Shaw Estate, Newbury RG13 1LN
N.O.R. 110
Required January 1984, DEPUTY HEADTEACHER (Group 4).
Application forms and further details from Headteacher (SAE).
Closing date 5th October, 1983.
Berkshire County Council is an equal opportunity employer. (51721) 110012

Wiltshire

PRIMARY EDUCATION
HEADTEACHER POSTS

AMESBURY C.E. JUNIOR AIDED SCHOOL
Group 4 N.O.R. 225
(Re-advertisement)
Headteacher required for January or April, 1984, for this School which serves the town of Amesbury, sharing a site with the linked Infant School. The original building has been twice extended and further structural improvements are being made.
Amesbury lies within the Avon Valley to the north of Salisbury in an area of great historical and geographical interest. Practising Christian sought.
Application form and further details (s.a.e. please) from the Chief Education Officer, County Hall, Trowbridge BA14 8JB. Closing date for applications, 28th September, 1983.

BULFORD C.E. CONTROLLED PRIMARY SCHOOL
Group 4 N.O.R. 137
(Re-advertisement)
Headteacher required from January or April, 1984. The School is housed in modern premises in Bulford Village and has a mixed intake of children from Civilian and Service families.
Application form and further details (s.a.e. please) from the Chief Education Officer, County Hall, Trowbridge BA14 8JB, to whom completed forms should be returned by 28th September, 1983.

DERRY HILL PRIMARY SCHOOL
Group 3 N.O.R. 116
(Re-advertisement)
Headteacher required from January 1984 for this CE Aided School which is housed in modern buildings in the village of Derry Hill, mid-way between Chippenham and Calne.
Applicants must be committed Christians.
Application forms and further details (s.a.e please) from The Chief Education Officer, County Hall, Trowbridge BA14 8JB, to whom completed forms should be returned by 7th October, 1983.
All previous applicants will be reconsidered and need not re-apply.

EVEN SWINDON JUNIOR SCHOOL
Swindon
Group 4
Expected N.O.R. January 1984, 247
Head required January 1984 by this well established school serving a compact residential area near the centre of Swindon.
Closing date: 27th September.
Application form and further details (s.a.e please) from and returnable to: The Chief Education Officer, Area Education Office, Sanford House, Sanford Street, Swindon, Wiltshire SN1 1QH.

FERNDALE INFANTS SCHOOL
Swindon
Group 3
Expected N.O.R. January 1984, 109
Head required January 1984 by this well established school serving a residential area in central Swindon.
Closing date: 27th September.
Application form and further details (s.a.e. please) from and returnable to: The Chief Education Officer, Area Education Office, Sanford House, Sanford Street, Swindon, Wiltshire SN1 1QH.

KINGTON ST. MICHAEL C.E. SCHOOL
The Ridings, Kington St. Michael, Chippenham SN14 6JA
Group 2 N.O.R. 63
Headteacher required from 1st January, 1984.
The vacancy arises from the retirement of the present Headteacher. Kington is an attractive village some two miles north of Chippenham. The school, which has three classes, is housed in a spacious modern building dating from 1978.
Further details and application forms available from the Chief Education Officer, Staffing Group (ST/T/NJF), County Hall, Bythesea Road, Trowbridge BA14 8JB.
Closing date for applications is 27th September, 1983.

DEPUTY HEADTEACHER POSTS
COVINGHAM PARK JUNIOR SCHOOL
The Harriers, Covingham, Swindon SN3 5BD
Headmaster: D. C. Wainwright
Group 4 N.O.R. 186
Deputy Headteacher required January. Applications are invited from experienced teachers who should have some interest in mathematics and PE. The successful candidate will be involved in curriculum development through in-service courses with special attention to computer studies.
Further details and application form (s.a.e. please) available from, and returnable to, the Headteacher by 30th September, 1983.

EASTROP INFANTS SCHOOL
Faringdon Road, Highworth SN6 7AP
Headmistress: Mrs M. Sykes
Group 4 Estimated N.O.R. January 1984, 163
Required January, Deputy Headteacher, to play an active part in all areas of the curriculum. The school is semi-open plan and serves a residential area.
Application form and further details (s.a.e. please), available from and returnable to, the Headteacher by 30th September, 1983.

HAYDON WICK I/J SCHOOL
The Brow, Swindon SN2 3HT
Headmaster: Mr B. K. Fullam
Group 5 Estimated N.O.R. January 1984, 236
Required January, Deputy Head for this semi-open plan school in a development area of N.W. Swindon. Special interest in curriculum leadership and development in all ages of the primary school an advantage.
Previous applicants will remain under consideration and need not re-apply.
Further details and application form (s.a.e. please), available from, and returnable to, the Headmaster, by 29th September.

SCALE ONE POSTS

IVY LANE JUNIOR AND INFANTS SCHOOL
Ivy Lane, Chippenham SN15 1HE
Group 6 N.O.R. 420
Scale 1 Teacher required to teach in the Junior Department. A willingness to organise boys' team games is essential. The vacancy will arise for January 1984 and is subject to the permanent teacher being granted Job Release. Only applicants registered as unemployed or unemployed college leavers can be considered.
Application forms and further details available from the Headteacher.
Closing date: 30th September, 1983.

LUDGERSHALL CASTLE PRIMARY SCHOOL
Short Street, Ludgershall, Andover, Hampshire
Group 6 N.O.R. 350
Required from January 1984, Scale 1 Teacher for Reception/Middle Infants.
Written letters of application to be sent to the Headteacher stating age, giving particulars of education, training and experience and also the names and addresses of two referees by the 28th September.

MELKSHAM ST MICHAEL'S C.E. SCHOOL
Queensway, Melksham SN12 6LG
Group 6 N.O.R. 358
(Re-advertisement)
Required from January, 1984, a Scale 1 Teacher. Part remedial work with Juniors and part with whole classes in another curriculum area. Music and Boys' Games an advantage. Scale 2 may be available.
Application forms and further details (s.a.e. please) from and returnable to the Headteacher as soon as possible.
All previous applicants will be reconsidered and need not re-apply.

PAXCROFT C.P. SCHOOL
Ashton Street, Trowbridge BA14 7EB
Group 5 N.O.R. 225
Permanent Scale 1 Teacher required from January 1984 in a 2-Teacher co-operative Unit working with Top Infants/First Year Juniors.
Written letter of application to be sent to the Headteacher stating age, particulars of education, training and experience and also the names and addresses of two referees.
Closing date: 30th September, 1983.

EXTRA

SCIENCE



Spreading enlightenment

Susan Thomas reports on the Warwickshire and Coventry science enrichment project

Time was when the shorter members of society were encouraged with cries of "Good things come in little parcels" and "Mighty oaks from little acorns grow". I was reminded of this when I inquired about the progress of the Warwickshire and Coventry science-enrichment courses.

Two years ago I had listened to Francine Barlow, a Coventry teacher and ASE member, talking about "a small local effort to provide some extra stimulus in science for children who might bnefit from a week's summer school". Today that initiative is still small and still catering for a minority of bright, scientifically able pupils, but the spin-off is immense.

The teachers involved in the courses have introduced new ideas, methods and materials to the majority of children in their schools; contacts with industry established through the summer schools have given everyone – from primary to postgraduate level – much improved access to local firms; and two research fellows at Warwick University have worked on science curriculum development schemes as well as producing two different and complementary tests to identify scientific ability at an early age.

Hidden benefits have included dramatic leaps up the career ladder for a number of the staff involved and a recognition by the anti-elitist brigade, that the summer schools enrich the children who stay behind.

Warwickshire began its summer schools in 1978 with Coventry following suit a year later. So far around 400 children have taken part at the end of their first year in secondary school. It is their teachers who decide the course content, prepare the teaching material, suggest appropriate outside visits and subsequently supervise the fortnight's summer school – one week for Warwickshire schools, one for Coventry.

The work has been coördinated by Dr Peter Screen of the Education Department of Warwick University which hosts the course and, through its postgraduate students, offers fresh teaching material, and a new process approach to the curriculum. The l.e.a. advisory staff have pulled strings, participated and advised.

"Enrichment implies variety", says Peter Screen, and the summer schools pack in agricultural science – including microbiology with visits to Moreton Morrell to study soil characteristics and natural ecology; chemistry – metallic ores or fossil fuels and a chance to see both chemical preservatives and a production line in action at a Massey Ferguson plant; and microelectronics – a teacher-intensive activity where everyone builds circuits, visits IBM and the university's own Robotics Department. Computing, geology, zoology have all had an innings.

The summer courses, run during the last two weeks of June, were so popular that children and staff began asking for occasional Saturday sessions. The logistics of this have been difficult, says Peter Screen. But it has meant that the organizers have been able to follow up the original contingent, offering them a continuing enrichment programme at 12-plus, 13-plus and 14-plus and observing their development (or lack of it) as young scientists.

"We have also introduced the 14-plus group to business games and computing to show them that there are other things in life besides science."

continued

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Social concerns

Understanding the Human Body. By E R Tudor and E M Tudor.
Pitman £7.50. 0 85896 819 3.
Biology of Ourselves. By G. S. Berry and H S Gopaul.
Wiley. 0 471 79898 3.
Human Development. Third edition. By G J Craig.
Prentice-Hall £21.55. 0 13 444539 2.
Human Biology Questions for Assessment at 16+. By M Jenkins and P Rowlinson.
Cambridge £1.95. 0 521 28504 6.

Many things change over the years, not necessarily for the better. Thus, while many rural schools may be observing new aspects of the behaviour of their pupils, reflecting, perhaps, similar alterations in the attitudes of adult populations, those of the inner cities are regularly experiencing the havoc wrought by drugs and violence, as well as the pathological and social consequences of flexible sexual ethics. It is not surprising, therefore, to see that the authors of modern textbooks are paying much more attention to social problems.

Though the latter is primarily intended for a Canadinn audience, *Understanding the Human Body* and *Biology of Ourselves* are both human biology texts suitable for advanced students who have already passed the O level stage. Each contains the usual run of information, continuing the now conventional functional approach with an account of human organ systems. In both books there is also an introductory section, concerned with cellular and tissue organization, basic biochemistry and genetics. The Tudors' more specifically Australo-British orientation involves the inclusion of the characteristics of living things and comparisons between plants and animals, which are not found in the Canadian tome.

Further comparison of the two books shows differences in the depth of treatment of various social issues. For instance, the Tudors devote whole chapters to tobacco and its effects, teeth and a healthy mouth, alcohol and ageing, whereas Berry and Gopaul have placed less emphasis on smoking and alcohol. Methods of contraception are included by the British authors, but not by the Canadians, though they do give information on genetic engineering and counselling. Possibly an indication of the severity of the problem in most developed countries, each book has substantial information on drugs.

I like the format used by Berry and Gopaul. There are imaginative and interesting activities, questions,

continued

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EXTRA

Love at first sight

David Smith considers an approach to primary science

It is fairly safe to say that science has for long been a Cinderella subject in primary curricula, its complexities considered better left until the secondary stage.

The secondary schools after all have the specialist staff, the complex resources, and the facilities to teach science successfully. Children of primary school age are not really intellectually capable of absorbing the complexities of scientific fact, and it would probably just confuse them to try to teach them science.

These views are held by many primary teachers even today, and it is fairly easy to understand why, when a closer look is taken of how science has been taught and developed in schools over the last 50 or so years.

Many of our children leave primary school with no knowledge or experience of science. They meet science for the first time in the secondary school, and for many it is a bewildering experience.

The fears of science that seem to pervade society are often present in children with no previous knowledge or experience. It is relatively easy for the children's first contact with science to be confusing and worrying, as they already have the problem of adjusting to a new school situation. First impressions count for a lot, particularly with children, and science often suffers by having to cope with prejudice and fear as well as lack of knowledge in its new pupils.

It would be unrealistic to expect to develop a science course in secondary schools which followed on directly from the work done in the primary school. The teachers in the high schools have the constraints of public examinations to contend with, and their hands are partly, although not wholly, tied. The factual body of knowledge that can be learned in a primary school setting is unlikely to be directly relevant to the high school syllabus, despite any liaison which may be encouraged. The way in which the primary schools can help the secondary school teachers is by developing in the children a love of science, and an enjoyment of working in a scientific manner. Science is about the world around us, yet it sometimes seems a daunting and complex subject. We should introduce children to science in ways which make the subject meaningful to them, and in ways which leave them curious and anxious to know more.

We can utilize everyday objects and investigate the immediate environment. We can develop scientific investigations from points arising out of children's questions. Our role should be to stimulate and guide discoveries, by asking questions and by setting problems. Through our approach to problem-solving with the children we can develop in them a scientific approach to their thinking. Through a medium of investigation which is fun and exciting we can encourage and develop the child's ability to perceive problems, and we can introduce the skills needed in setting a fair test to solve the problems or to verify a hypothesis.

The children should approach the work in an investigative way, asking questions and being questioned, forming hypotheses and identifying variables. The amount of teacher intervention may be quite large at first but as the children become more proficient at organizing experiments, then teacher intervention can be kept to a minimum.

We need to structure the learning environment so that opportunity for investigation and experiment is encouraged and guided appropriately. If we wish to develop skills in devising experiments we must allow the children freedom to discover problems and make errors in their solution.

In planning the work the children are to do in science the teacher should look first to the child. The tasks should be challenging but not incomprehensible. The aims and objectives should be fairly clear in the teacher's mind or the work may drift aimlessly without purpose and without satisfaction. Activity which leads nowhere cannot act as a springboard for further investigation, and thus cannot motivate and stimulate further developments. For the primary child science should be a way of working rather than an accumulation of knowledge.

The idea of science as an organized body of knowledge can come at a later stage, but should only come after an enormous amount of groundwork has been laid, and after the appropriate scientific attitudes have been developed within the children. The object is to develop within the children a scientific approach to thinking, and a thinking approach to science.

If we approach science in this way, we can make it fun. Science can be the most fascinating, exciting and stimulating subject in the curriculum if we approach it with the correct frame of mind. Learning should be meaningful, and it should be appropriate. It should also be enjoyable, and inviting. The primary school is the ideal environment for developing in children a love of science. Children are naturally curious, they want answers and they seek out problems. In the primary school setting they can be shown that scientific investigation can be fun, and that scientific study is not something to be wary of, but to be excited about.

By making science an integral part of a primary school curriculum and by approaching it in this way, we can develop good attitudes within the children. We can show them that science is exciting, absorbing, and rewarding. We can show how science is about our world, and that it can be enjoyable and stimulating to learn about the world through scientific study. By doing this the primary schools can make a significant contribution to the cause of science teaching in our schools. Children should leave the primary school with the notion that science is a major part of their lives.

If the work is approached correctly in the primary setting then the children should develop a love of the subject, they should be able to see its importance, have grown enthusiastic about its possibilities, and be eager to learn more. What a difference it would make to the work of the teachers of science subjects in the secondary schools to send them pupils keen, eager and enthusiastic about science, pupils who had knowledge and wanted more, and pupils who had no fear, only love for scientific study.

David A. Smith is Headteacher at Shirehall Junior School, Burton-on-Trent.



With teacher standing by to direct the operation, London primary children investigate and discover.

Spreading enlightenment

continued

Selection has always been a problem. Initially it was something of a political hot potato and some schools still do not participate because they see the sessions as elitist. There has however, been a change of mood, he says. People are now more prepared to recognize that every child has a right to develop its full potential.

In the early days schools selected their three candidates by a variety of means – continuous assessment, written scripts and an open-ended practical test based on the substance malachite. Inevitably this was a fairly hit-and-miss affair, and dependent on acquired knowledge. Now they are able to supplement this approach with a battery of science ability tests.

The tests are the work of two research fellows, John Purcell and Michael Perryman, funded respectively by BP and the Department of Industry. Purcell has produced a series of spatial ability tests. "The literature was full of references to spatial ability as an indicator of scientific ability but there was no substantial evidence", he says, and designed rotational puzzles, mental paper-folding exercises and three-dimensional drawings whose elevation or side view has to be predicted.

They have been tried on a 1,000-strong pilot group. "Now we need interested teachers who can use them to do longitudinal studies in their own schools."

While Purcell has been busy with spatial ability, Perryman has devised word association tests, based on the scientific topics already covered in class. There is, says Dr Screen, close correlation between the two tests and both will be available and advertised in the ASE *Journal* in September.

The main thrust of the scheme has changed over the years. While young scientists continue to benefit from summer school and Saturday sessions, the teachers' aim is primarily to devise material suitable for all ability levels in the mainstream of education.

Relations with industry are better too. Impressed by bright, eager summer school youngsters, local firms have been more willing to open their doors to school groups and to the higher diploma students sponsored by UBI (Understanding British Industry) at the university. This new course, "Industry in Education", gives them two terms in local firms and one within the university. They prepare papers on curriculum development and management techniques which can subsequently be offered for a higher degree.

The enrichment courses run on a shoe-string, helped along by the BP and DoI fellowships (soon to end) and an annual grant of £500 from the *Encyclopaedia Britannica*. "That has been invaluable. It is just enough to pay for materials and at the end of the course the sponsors give each child the *Encyclopaedia Britanica Book of Science* – very highly prized."

The Warwickshire/Coventry enrichment project owes most of its success to the total involvement of the teachers concerned and not a little to the fact that it is based on the university's education department. Not only does this provide a venue, extra helpers in the form of PGCE students and postgraduate researchers with the time to devise new and evaluate old teaching materials, it also has the facilities and expertise to monitor the progress of experimental and control groups.

Probably the university's involvement also gives a certain aura of objective, academic respectability which schools, alas, rarely seem to have.

This year sees the first of the enriched students through their O levels. Their progress and subsequent career choices will be scrutinized by the summer school teachers anxious to provide the most appropriate information and experience for tomorrow's adults. The beauty of the enterprise lies in its ability to change and modify to suit children's needs and the changing economic climate.

Reflecting social concerns

continued

very good tubular comparisons, special interest boxes and numerous case studies which add to the clarity and provide variety. Factual questions have been omitted and less spectacular tables compiled by the Tudors, though their work features useful marginal notes and caters more particularly for British students. Both the books are good and, being complementary, could profitably be used together with the same group of students, perhaps the one being adopted as a main course reader, while the other acts as a reference.

Human Development will interest people with various academic backgrounds and career interests such as nursing, social work, education and psychology, who are pursuing their studies at approximately first year university level. Both the author and publisher are American, so it isn't surprising to see that the textual layout follows that of many previous college books from that nation. Human development is regarded as being open-ended and controversial, and the information in the book is derived from a variety of disciplines. The chapters are grouped into eight main sections with the first of these being a kind of introductory overview including a consideration of ethics, research methods and theories of human mental development. The prenatal period, childbirth and genetics form the second block, with an account of the first two years next. Part four deals with the preschool child, including chapters on the emergence of personality, thought and play, while parts five and six have items on competency in school, personality development and two chapters about adolescence. Adult roles in work and the family, with a consideration of middle age occupy the space and the last section is concerned with problems of ageing such as disease, cognitive change, retirement, death and related social policies. Finally, there is a good bibliography and a glossary.

Ready made questions at the ends are always very useful. The selection of multiple choice, matching, structured and assertion-reason types are offered by Jenkins and Rowlinson and arranged in a sequence which follows the order of chapters in their valuable text, *Human Biology – An Across Approach*. There are brief directions for answering the differing question versions and each of the 20 question headings contains at least three of the four types. Obviously, such questions can be put to a variety of uses, including assessment, examination, compilation and practice. They are imaginative and interesting with an emphasis on the students' ability to interpret data. The last several question headings deal with important social problems which I have already mentioned.

In terms of value for money, it would be difficult to beat Jenkins and Rowlinson and I have little doubt that their questions will provide aid and succour for both teachers, as well as excellent CSE and O level practice for pupils doing health studies, human and social biology.

Peter J Barnes

Steerage

Animals as Navigators by E. W. Anderson.
The Bodley Head. £9.95. 0 370 30529 9.

The fact that the instruments of navigation in animals "are inbuilt and sensory" in no way detracts from our wonder at the way in which they surely find their way from place to place. Young birds who have never made the journey before unerringly fly thousands of miles following a route that their predecessors have used for centuries. Wing-Commander Anderson, himself an expert navigator, in a very readable book has presented the sum of our present knowledge on this fascinating problem of animal navigation not only for migratory journeys but for the day to day problems of living. A valuable addition to our knowledge of animal behaviour.

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EXTRA

Down to earth

Ian Norris sees the earth sciences as an essential component in future science education

The early 1980s have seen a plethora of reports and much debate concerning the future of science education, with considerable discussion centred around the concept of "relevance". As an earth scientist I consider that some important elements of science are often omitted or under-taught in schools and that much is lost in retaining the traditional tripartite subdivision of science into physics, chemistry and biology.

To be more relevant, the science of tomorrow should be more than a reiteration of what is presently taught; a reappraisal of content is fundamental to establishing the value of the discipline, but it is equally necessary to discuss the whole position of science within the new school curriculum and the methods by which it is to be taught.

Within the new curriculum, I visualize the earth sciences as an essential component complementing and integrating, rather than replacing, the other sciences. The geological sciences provide the vehicle for teaching many established scientific concepts and principles — relative density and atomic structure may be taught in relation to minerals and rocks, wave-motion to earthquakes, internal earth structure and coastal "engineering", evolutionary trends and ecological principles are well exemplified by fossils — as well as introducing revolutionary theories, such as plate tectonics, which are unique to the earth sciences and which form an essential part of an up-to-date balanced science curriculum.

The reappraisal of science education must begin at the Primary/Junior level where science teaching is frequently cursory and superficial. It is here that an earth science-based contribution, related to local materials, environment and processes, would be most useful and would permit the establishment of scientific principles around the pupil's own, often limited, experience. However, the slow acceptance of Nuffield Junior Science and the Schools Council Science 5/13 project emphasizes the reluctance of teachers to introduce areas of work which they feel unqualified to teach.

Geological topics such as volcanoes, earthquakes and dinosaurs are commonly taught at this level but often in a descriptive fashion without the development of any basic scientific skills, processes and methodologies upon which later work can be based. Yet, with very inexpensive equipment, simple experiments can be devised to stimulate children of this age — the effects of weak acid (vinegar or lemonade) on fragments of different rocks, the construction of a "broomstick" seismometer to record vibrations, the growing of crystals from solutions and the simulation of fossilization by plaster-casting.

And what of the collection of rocks, minerals and fossils brought by the children? How can these specimens be sorted and classified? What comparisons can be made between the specimens of lead-ore, flint and calcite? Little of this is profound, but it does introduce a broad range of scientific activity and experience in an effective manner.

Awareness of the dependence of local industries on the environment and landscape, contact with rocks, soil and other natural raw materials can easily stimulate methods of enquiry which provide a sound base for progress in secondary education. Until teachers at primary level can be given more effective guidance in teaching scientific concepts, there will be little improvement. Inadequate contact with science at this level can lead only to pupils' disadvantage, and will undoubtedly cause some to select against science later in their education.

It is at secondary level that the earth sciences have begun to develop their most active role, with geology proving especially popular at all levels. The success of geology may be indicated by its growth in the period 1968-1978, a decade in which the number taking the subject increased by 65 per cent at A level, 75 per cent at O level and even more at CSE. Much of this expansion may be attributed to geography teachers who had been inspired by geological experiences at university, although some specialist geology teachers were appointed and some science teachers had begun to teach geology.

And here lies a dilemma, for while, since 1945 at this level, many of the roots of earth science are in geography, the future lies in science, despite the continuing rarity of specialist geology teachers and the partial rejection of geology by some "pure" scientists who dimly see the subject in its former descriptive guise and low in their hierarchy of sciences (a jaundiced view not compatible with the vibrant influence of geology in the modern world).

At secondary level geology is interesting and motivating, enabling many pupils to enjoy experiences in "nature's laboratory" which are not usually available in the other sciences and to develop worthwhile and lasting interests which continue beyond school. It is at this level that geology can be used to emphasize general skills of observation, accurate recording of data, the formulation of hypotheses, and the deduction and orderly presentation of conclusions.

Practical work forms the basis of developing theoretical concepts, and fieldwork, an essential component of the subject, develops student initiative, encourages participation and group-learning, strengthens environmental awareness and exposes students to problem-solving experiences in a less rigid and formalized environment than that encountered in the classroom.

While none of these concepts and conditions is necessarily unique to geology, many are more acutely represented there than elsewhere. Additionally, students develop "space-time" thinking, the appreciation of scale from the microscopic to the global, the physical, chemical and biological evolution of their own planet and the long-term effectiveness of slow-acting processes in an ever-changing world.

Restructuring the secondary science curriculum is inevitable and geology teachers are ready to work alongside other science teachers in the development of combined and integrated science programmes covering all ability levels, particularly in years 11 to 14. The incorporation of geology affords an applied scientific approach which provides a natural integration of most other sciences with the humanities; such integration and application should not be seen as a dilution or diminution of status, but as a necessary progression towards a broadly based science education pertinent to the late twentieth century.

Beyond school, the investigation of rocks, minerals and fossils and the interpretation of landscapes can provide a lifetime of enjoyable experience and a satisfying hobby, while those who continue geology into higher education may find numerous opportunities in business, the professions and even politics. The importance of earth scientists to industry is indicated by the number of advertisements for geophysicists, hydrologists, petroleum geologists, engineering and mining geologists and geochemists in the pages of the *Sunday Times*, and openings exist around the world in exploration, extraction, production and research.

In a world increasingly dependent upon a multitude of raw materials and threatened by many of man's own actions, those trained in the earth sciences can give guidance in fields as disparate as resource management, waste disposal, pollution control, land utilization, highway construction, agriculture and mineral extraction. More people are required, at all levels, trained in aspects of earth science if there is to be successful management of our planet and a solution to its problems. No one has a magic wand and few of us are soothsayers, but the earth scientists, especially those who can influence politicians, may be able to provide some of the answers.

Ian Norris has taught geology, geography and science and is chairman of the Association of Teachers of Geology Syllabuses and Examinations Group. The views expressed in this article are his own and not necessarily those of the ATG.

Acting as a transition

Chemistry in Action. By Doug Willford. Pupil's book £2.95 0 216 91194 X
Teacher's book £1.75 0 216 91195 8
Blackie

This is one of the most stimulating lower school texts we have seen. It succeeds in making the subject attractive, interesting and relevant. No doubt it will please the professional societies. They are concerned about the number of students taking science at A level and University, and agree that the way to remedy the situation is to improve the presentation of science subjects in the first years of secondary school.

There is a superb range of colour photographs, as many as five to a page, showing experiments, uses, manufacturing plants and mining. The diffusion of bromine is shown clearly and impressively, in a way that no monochrome print can compete. The illustrations have been specially chosen to show the suitability of the subject for both sexes, and to illustrate the relevance of the subject and the chemical industry to many aspects of everyday life.

The book aims to introduce chemistry to 12 to 14 year olds, acting as a transition between integrated science and separate examination courses where a standard O/CSE text would be used. As most of these are quite unsuitable in presentation and language level for the younger students, Wilford's book fulfils a need in an area where there are few recommendable competitors.

The topics chosen are those commonly taught to this age range: classification of materials, acids, alkalis and salts, air, water, reactivity series, atoms and molecules, and carbon. Practical, theory and application are well integrated. The section on air, for example, deals with burning, constituents of air, preparation of oxygen in the laboratory and on industrial scale, uses, experiments and problems of rusting and how to overcome them.

Each topic has an introduction placing the section in a broader context, a summary clarifying the knowledge and skills that should have been acquired, together with a list of new terms and questions often in the form of a crossword. Although there are two columns per page, clear large print, good use of space, and careful positioning of photographs and diagrams give no impression of overcrowding. The written style is bright and lively.

The teacher's book will prove to be an invaluable aid, clarifying the philosophy of each section and indicating areas of difficulty. The tone seems a little condescending but such sections are notoriously difficult to write. Full practical details and lists of the necessary equipment are given as are answers to questions. Some suggestions for further work are given, although more ideas for homework and extension material would have been useful.

We urge all who teach chemistry at this level to inspect this book. We have no doubt it presents chemistry as an attractive, challenging subject and as such it must be strongly recommended.

Chris and Pat Mason

Principles and processes

Mastering Biology. By O. F. G. Kilgour
Macmillan Press £8.95. 0 333 31894 3 H/C. £2.95. 0 333 31895 PPR.

One of the Macmillan Master Series there is no superfluous word in this book. It amply meets the aim expressed in the preface of conveying the principles of biology and its processes. Crisply written text complemented by excellent illustrations are well integrated. The section on air, for example, deals with burning, constituents of air, preparation of oxygen in the laboratory and on industrial scale, uses,

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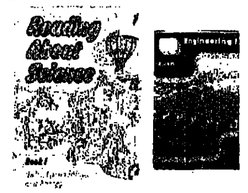
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EXTRA

Sports science – a prerequisite for success

Introduced by Paul Wapshott

The film *Chariots of Fire* demonstrated that Harold Abrahams was shadowed by two great prejudices during his struggle to become a world class athlete. The spectre of anti-semitism in post-holocaust Europe is now proscribed. The second prejudice encountered by Abrahams is still to be found among the unenlightened; the accusation of being "too professional" still has its echoes in British sport.

The combination of Harold Abrahams and Sam Mussabini, his coach, was an anathema to the truly amateur gentlemen running athletics at that time. The charge of professionalism was levelled because, unlike Liddell, co-hero of the film, the Abrahams/Mussabini team did not rely on raw talent alone but used science to improve athletic performance.

Indeed, prior to the 1924 Olympics in Paris, they spent nine months perfecting Abrahams' stride and went on to take gold in the 100 metres. Today, coaching for all sports techniques and performances has a firm scientific basis and sound sports science is accepted as a prerequisite for success.

Sports science is not a pseudo-science, it is the application of science to sport and, therefore an integration of various scientific disciplines. Unfortunately, prewar attitudes frequently prevail, even in education. As a result of academic inertia, the subject of sports science is often regarded as something foreign or perhaps too innovative for the British education system. Any terminology which includes the prefix "sport" is mistrusted and regarded as non-academic, yet, sports science in the "pure" sense is highly specialized and includes a specific branch of medicine involved with the medical implications of sport.

This apparent contradiction can be illustrated by contemporary qualifications available in sports science. It is possible to obtain a CSE in physical education, which has a high content of basic sports science; it is also possible to read for an honours degree in sports science. There exists a hiatus between CSE work and graduate studies which demands a rational insertion of new courses to provide continuity; to give a logical progression from the elementary stages to those levels resulting in career-orientation. Such a progression already exists, albeit fragmented. An examination of current O and A level syllabuses will reveal that most, if not all, the basic principles can be covered, and indeed are being studied as integral parts of other subjects.

The aim of basic sports science is to understand human performance, and this knowledge is derived from areas of study with such esoteric titles as work physiology, functional anatomy, structural kinesiology, biomechanics et al. It may be a measure of the American influence on development and research that cumbersome terminology, and often jargon, is used by English-speaking sports scientists. (Equivalent German terminology can be even more cumbersome.) Such pragmatic vocabulary is, of course, necessary for distinctive study areas, but also there may be a tendency to use rather more advanced definitions than required in order to gain academic respectability.

Ironically, this elevation or fine discrimination of terms may be counter-productive to the recognition of the subject at school level. If related simply in accepted terms, such as anatomy, physiology, dynamics or Newtonian mechanics, then those embarking on secondary school science courses can identify with the work and perceive the direction to be taken by sports science.

Perhaps a similar position can be assumed for those studying arts and humanities, in that if scientific terminology is too progressive it becomes alien to those with little or no science foundation. Sports science must be communicated concisely to all of those interested in human performance; respect for sports science will only be achieved through content and not status-seeking nomenclature.

Oxford's A level design syllabus does not resort to complex definitions. A paraphrase of the text shows that one requirement is the study of "Man as an individual; with reference to human dimensions and capacity; with knowledge of the skeleton, especially joints and muscles, seen as a mechanical system; simple outlines of circulatory, respiratory and nervous systems; bodily needs and tolerances, and associated fatigue".

The above subject matter has achieved validation as part of an A level course, and exactly the same subject matter can be interpreted as sports science. The application of the required principles would of course remain intrinsic to human performance, and not extrinsic, as in design, relating to materials or construction. A similar examination of the syllabuses of human biology and physics would also produce subject areas with a common core relevant to sports science.

It is apparent that elements of sports science are already being taught in our schools. The advantage of using sport as the medium for transmitting knowledge of scientific principles is generally accepted. To quote Geoffrey Dyson, "The scientifically-minded youth of today are ready to accept the truths of mechanics, and, certainly, the subject as applied to sport is of considerable interest to young people."

The advent of near-saturation televised sport, with its instant playback, frame by frame analysis and highly informed commentary, has brought sports science into the living room. Specialist terms, such as oxygen debt, are now fully explained for the benefit of the viewing public.

Science is ubiquitous and uses sporting examples because they are "alive" and can be identified. As far as the general public are concerned, sports science has receive more publicity and recognition from television than from any other source; and this portrayal of sport, by the media, as a highly technical sphere of activity adds impetus to the movement afoot in physical education.

The demand for an examination, at A level or equivalent, in physical education is growing. The PE profession craves academic respectability; but it would be a gross injustice to imply that this is the major motive behind the endeavours to produce educational parity for what is, after all, a diverse and complex series of subects. This diversity is demonstrated by the fact that at least three draft syllabuses for A level are under scrutiny, each with a different emphasis; namely physical education, human movement and sports studies. What does emerge from all of the claims and counter-claims is that sports science is an essential component of any proposed scheme.

It may be that recognition of sports science, as a science in its own right, will be assisted by developments in areas not obviously linked to sport at all. The impact of "new technology" on education could provide the opportunity for a revitalization of the academic ivory towers resulting in greater innovation in the teaching of science.

The reason given by the government, for a reappraisal of the place of science in educaton, is that Britain must compete on equal terms in the world's market place. The performance of British technology is of utmost importance for international prestige and success.

Sports science, too, at its highest levels, contributes to international prestige and success. A world-beating sportsman cannot be measured in monetary terms but the benefits undoubtedly accrue to the state. At the other end of the scale sports science can offer the society of the future, sometimes called "the leisured society", a knowledge of human performance, a quest for improvement and, essentially, the realization that the human body is a miraculous machine.

Paul Wapshott is Director of Sport at Oswestry College, Shropshire.



Not raw talent alone: Sam Mussabini (Ian Holm) coaching Harold Abrahams (Ben Cross) "Chariots of Fire"

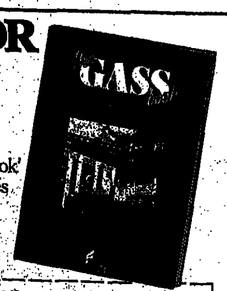
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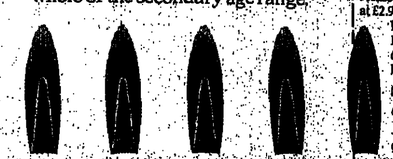
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The leaflet can be obtained (for 50p) from David George, Nene College, Moulton Park, Northampton NN2 7AL.

Gillian Thomas

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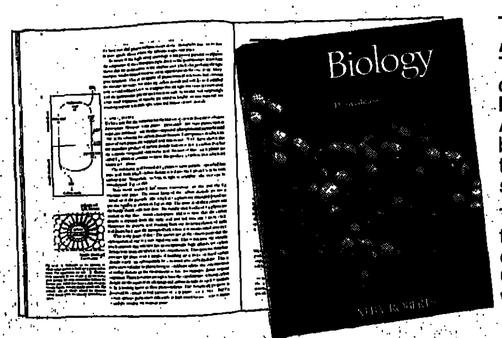
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ILPAC and ABAL

Two ILEA projects for A level Science

Independent Learning Project for Advanced Chemistry

Described by Alec Thompson



Experimental work is fully integrated.

The A level chemistry student may face a number of obstacles to the successful completion of an enjoyable and stimulating course. The subject is demanding, both in its wide scope and in its conceptual difficulty, and there are often problems of staffing and timetabling associated with recent changes in school organization.

Despite the overall surplus of teachers, well-qualified science teachers may still be in short supply, particularly in those schools with no strong tradition of A level teaching, and some of those who are well-qualified may use a "chalk-and-talk" style which many of today's sixth form groups, with students of greatly divergent aptitude and motivation, do not readily accept.

ILPAC (Independent Learning Project for Advanced Chemistry) seeks to overcome these obstacles, and extensive trials have proved its worth in many situations. The project was set up by the Inner London Education Authority (with sister projects in physics and biology) primarily in order to alleviate the problems associated with small sixth form groups brought about by falling rolls and the demise of grammar schools. But it is also greatly valued for its influence in changing the emphasis in A level study from teaching to learning. The use of ILPAC materials allows students to work at their own pace, gives them more responsibility and control over their own progress, and makes it possible for a successful course to be run using less than the usual allocation of teacher-time, should this be necessary.

However, the term "independent learning" must not be taken too literally; the role of the teacher in a successful ILPAC course is absolutely vital. But it is a changed role; the teacher becomes more a manager and adviser than a pedagogue, more a resource for the student to use when appropriate than the source of all information.

ILPAC materials consist of 20 booklets, called units, covering all the usual A level chemistry topics, and 24 video-programmes which, though not essential to the course, are designed to aid understanding and stimulate interest.

The video-programmes are of different types: some, such as "Molecules and Models", provide a broad overview of recurring themes in chemistry; others, such as "Performing a Titration" demonstrate skills which the student must acquire; some, such as "Instrumental Techniques", illustrate the use of expensive apparatus or hazardous procedures; others, such as "The Distribution of Molecular Speeds", use visual effects and simple animation to clarify essential concepts.

The units are arranged in four blocks. The first is a "starter" block which lays foundations for the rest of the course by dealing with the mole, atomic structure, energetics and chemical bonding. After students have completed this block, teachers may choose from many possible routes through the remaining units, which are arranged in blocks of organic, inorganic and physical chemistry.

Most units are divided into two levels with a test at the end of each. There is also a simple pre-test which enables students to check that they have a suitable basis for study from their pre-A level course, or tests some prerequisite knowledge from earlier units.

Level One usually contains most of the essentials of the topic but is largely qualitative. Where possible, quantitative work and the more difficult aspects of the topic are deferred to Level Two or, in some cases, to appendices. This allows weak students to make substantial progress before they encounter stumbling-blocks. Some of the topics in Level Two are optional, depending on the particular examination syllabus being followed – the majority of topics required by all the major boards are covered.

The units are not textbooks; they are study guides, and students are frequently directed to read other books and to make their own notes. To help them do this, behavioral objectives are inserted at frequent intervals so that students know precisely what they should be able to *do* after each section of study. The objectives contain underlined "key-words" which help students to locate suitable material in textbooks and may serve as organizers for notes.

In addition, students are given advice on note-taking and other matters relevant to resource-based learning at the beginning of Unit One, where there are also some general notes for teachers on the overall management of the course. Further teachers' and technicians' notes, specific to each unit, are provided in loose-leaf packs.

So that students can check their own progress towards achieving the objectives, each unit contains many carefully chosen exercises, which are often A level questions or parts of questions. Detailed answers to these exercises, including full working for numerical problems, are given at the back of the unit; this feature of ILPAC is greatly appreciated by students.

Numerical exercises are usually preceded by worked examples, with flow schemes for some of the more complex problems, which assists students working at home or in a library, who find that they can make good progress without continual resort to the teacher. Moreover, when help is required, it can usually be given on a one-to-one basis or in small groups because the teacher is freed from many routine tasks.

Of course, more conventional lessons may still be given. Indeed, this contributes to variety of activity and enables teachers to project their own style and to convey their enthusiasm. Some teachers have found this particularly useful for introducing a new unit or for rounding off a unit when the time comes to begin another.

Further variety of activity is provided by "revealing" exercises (series of short questions and answers in the style of a programmed text), model-making, computer programs (some written for ILPAC and some from other sources), videotapes and, of course, experiments.

Experimental work is fully integrated. Ideally, students should perform each experiment when they come to it in the unit. This can mean that several different experiments may be going on at the same time and that any particular experiment may need to be available over several laboratory sessions.

This approach to practical work has the advantage of emphasizing integration with theory, and facilitates the sharing of expensive apparatus, but it is undoubtedly more difficult to organize and control. For this reason, full requirements lists and hazard warnings are provided for students together with detailed instructions.

To ease the task of organization for technicians, detailed requirements lists, including amounts required and advice on preparing solutions and improvising apparatus, are provided on loose-leaf sheets which can be mounted or filed for convenience. In schools and colleges where laboratory time is limited, teachers have found the units flexible enough to permit the organization of whole-class practical sessions in a more conventional manner.

Of course, there are some potential difficulties in the adoption of the ILPAC scheme. A degree of insecurity is to be expected in students learning to study in a completely different way, particularly if they have had no experience of resource-based learning in pre-A level studies, and this insecurity can also be shared by a teacher new to the course.

However, trials have shown that this initial difficult period lasts only a few weeks provided that the teacher maintains enthusiasm for the course (confidence is infectious!) and monitors progress carefully in the early stages. Some schools have found it useful to provide "study-skills" courses for all students at entry to the sixth form or earlier to introduce them to resource-based learning and to give guidance on the use of textbooks, reading methods and note-taking.

Another potential hazard is timing. If the principle of "work at your own pace" is taken too literally, the divergence between the fastest and slowest students creates management problems. Most teachers have found it

continued

ILPAC continued

necessary to announce a cut-off date for each unit so that all students begin a new one at about the same time. Accordingly, weak students need careful advice on the omission of some more difficult topics, and the most able may sometimes need additional project work or the stimulus to wider reading.

Despite these pitfalls, trials have led to the successful adoption of ILPAC in a wide variety of situations. It is ideally suited to the simultaneous timetabling of upper and lower sixth form groups and has proved invaluable in schemes of collaboration between neighbouring schools and in the type of heterogeneous group to be found in colleges of further education.

Naturally, it works best under the control of an enthusiastic and experienced teacher, but inexperienced teachers and those trained in other science disciplines have found ILPAC very supportive. Students unfortunate enough to encounter frequent changes or absence of teaching staff, or a degree of competence less than ideal, have welcomed the continuity and accuracy of the ILPAC materials.

A further recommendation has been given by students entering higher education, who have found themselves better equipped to make the transition than many of their colleagues. These experiences reinforce our hope that ILPAC has a valuable contribution to make to education in chemistry.

Alec Thompson was a member of the writing team seconded from ILEA schools and is now editing the final package of units to be published in September 1984. The first package is published this month by John Murray.

Advanced Biology Alternative Learning Project

Described by Dennis Marshall

The Inner London Education Authority's Advanced Biology Alternative Learning project is part of a study which was set up in the early seventies to re-think advanced level science teaching. This particular project began in 1978, some units are now available and it is estimated that the remainder will appear by the summer of 1984.

With changes in secondary education at organizational, student and curricular levels, it was important to design and create materials that would meet these changing needs. Traditionally, advanced level sciences, and in particular biology, have been dominated by whole group teaching, the single textbook and isolated practical work.

In thinking about these points the writing team decided to adopt a philosophy which would focus on two points: first, that learning is a pupil activity, not a teacher activity, and, second, that there was a need to concentrate on ways of learning and move attention away from methods of teaching.

They key, therefore, to the whole working of the ABAL is that students are active in their learning and teachers are helping learning to occur. Copying notes from the blackboard or writing endless pages of dictated words does not help students to be active in their learning nor help it to occur.

The ABAL materials, which have been written by practising teachers on secondment from their schools and further education colleges, have been designed for students studying not only the usual three science A levels, but also for those wishing to study a wider variety of educational courses.

Students who now study for post-16 courses may enter sixth forms of their own school, a consortium of schools, sixth form colleges, colleges of further education. Because of their different backgrounds, interests and aspirations, they need to be treated individually, and have courses tailored to suit their own needs. This is precisely what ABAL materials set out to achieve. They provide the teacher with the opportunity to look carefully at the needs of the individual and to plan the most appropriate approach to the subject for that individual.

While on trial, the project materials have proved to be particularly helpful in alleviating the problems (ie uneconomical to staff adequately and provide a stimulating environment) caused by small A level group teaching. To achieve these ends the team has had to rethink teaching strategies, develop new materials and resources to ensure that any student wishing to study A level biology can do so with confidence.

In attempting to realize the philosophy of the project, emphasis has been placed on the introduction of a wide range of study skills. Each unit clearly states the objectives which should be achieved if a clear understanding of the topic is to be made. Throughout the units the students constantly meet self-assessment activities which form part of the process of checking progress. They are in a position where theory and practical work are directly linked and have themselves to make a contribution to the learning activities by being active and not passive recipients of dictated work.

At the end of each unit there is a post test which offers an opportunity for the students to test their knowledge against the objectives of the unit, but also for the teacher to confirm strengths and weaknesses in student performance.

The project is made up of three parts:
1 10 student guides;
2 two teacher/technicians guides;
3 audio visual materials in the form of video-tapes.

After a careful survey of the major biological concepts contained within the A level examination boards syllabuses, the following 10 themes were chosen as those which covered the syllabuses most effectively.
1 inquiry and investigation in biology (an introduction);
2 cells and the origin of life;
3 energy and life;
4 continuity of life;
5 exchange and transport;
6 response to the environment;
7 support movement and behaviour;
8 genetics;
9 ecology;
10 survival biological themes.

To support these units the ILEA television service is producing nine video tapes to cover areas which require audio visual presentation and also to provide ah opportunity for the students to examine ideas visually. Each unit is built up in such a way that there is constant interaction between the students and the text, whether they are completing self evaluation questions, planning an essay, writing a summary exercise, following a practical investigation, finding out information, or using a microcomputer.

It is from these experiences that the students will develop personal autonomy. By using this approach, they will become aware of their own personal talents and interests, experience success, learn to cooperate with fellow students and develop the ability to make wise choices from a wide range of existing data.

From what has been outlined, it will be clear that this project is not one of independent learning, but one in which a student or a group of students have an individual programme of study. The course has elements of independent learning, but for the most part the teacher and student are able to work together, thus allowing the student to develop a sound understanding of fundamental biological concepts.

Although teachers are still the most important resource available to the student their role has in this project changed. No longer are they expected to conduct continuous whole group teaching in the form of a lecture or by dictating notes. Nevertheless, there is still a place for the use of traditional skills.

Great emphasis is placed on the following aspects of their role:
a It is necessary for the teacher to organize the resources, reading materials and audiovisual aids and other relevant material suggested in the students text and teacher's guides.
b It is crucial that the teacher acts as a personal tutor for each student.
c It is necessary for the teacher to monitor the progress of each student through the various tests and assignments that are built into the text.

If this approach is adopted then the emphasis is to increase the responsibility of all students to take command of their own work. They should work through the elements of the guides at their own pace within a time frame, as opposed to continual lectures at the teacher's pace. Out of necessity, the overall pacing (ie, weekly, monthly or termly assignments) has to be orchestrated by the teacher.

This project, which is being published by the Cambridge University Press, has tried to introduce a range of ideas using the following approach:
a an introductory programme highlighting scientific method and skills used throughout the course;
b clearly identified student objectives;
c self tests based on these objectives;
d summary exercises;
e interactive texts for the students;
f practical exercises integrated within the text;
g core and extension work;
h post tests for each unit;
i development of the individual through the process of learning;
j integrated audio-visual aids (video cassettes).

This biology project is an attempt to persuade teachers to rethink their approach in these changing times and free the student from the grip of the monolithic text book.

Dennis Marshall is ILEA district inspector and ABAL project director.

Shuffle the pack?

Graham Taylor puts a publisher's point of view

Is school science publishing stuck in a rut? How is the business of providing resources for education shaping up to the recession? The publishing industry is still providing schools with the bulk of their teaching and learning resources, so the key question – which should test both educational and commercial criteria – is this: are publishers providing teachers with what they want, or at least what they need?

The range of variety of published resources presently available has never been greater, but does this indicate optimism about the demand for new materials and new ideas, or an attempt to float as many options as possible in the hope that some will swim? Some of the problems facing publishers at the moment are incapable of short-term solution: falling roles, capitation allowances not keeping pace with inflation, export markets beset by macro-economic problems. But are there new markets which publishers can develop for themselves, if only they would listen to teachers? In short, is publisher-led innovation the way ahead?

New growth areas *have* emerged in science and mathematics in recent years, and publishers have not been slow to respond. Primary science, science courses for less able/non-specialists in the fourth and fifth years, infant mathematics, and microcomputer software have all been developed rapidly in the past five years. But the same five year cycle has seen other causes diminish with equal rapidity – where now the energy crisis, project technology and even inquiry-based learning, and where will the next five year cycle take us?

In some respects publishers are in a rut. The choice available among textbooks and structured courses for the major sciences and mathematics at CSE, O level and A level is now considerable, even bewildering. Many of these existing materials represent excellent value for money, yet the flow of new schemes continues: from 1,000-plus worksheets for resource-based independent learning in chemistry, to all the conceptual subtleties and the many and marvellous applications of physics condensed down into a few double-page spreads.

Will 16-plus, 17-plus, etc. change all this – will a new generation of textbooks be needed? Will new syllabuses accelerate the process of obsolescence already enhanced by the weight of competition in what is probably a declining market in real terms? Or will it simply be necessary to reshuffle the pack of existing resources and to deal out a fresh hand: why reinvent the wheel?

The truth is that publishing revolutions, or even upheavals, are not caused by popular movements among teachers, or directed entirely by publishers themselves. The new seeds are sown, the new paradigms are constructed, by the work of grant-aided curriculum development projects.

The DES, the Schools Council, the Scottish Education Department, certain local authorities, the examination boards – these are the forces for change. Yet the Schools Council is about to be replaced (by what we are not sure): many local authorities are tempted to cut back on "fringe" units to ease the pressure on rates increases: the SED is not directly supporting the development of pupils' materials in the way it was five years ago: funding on the scale of the Nuffield science projects of the sixties seems inconceivable now.

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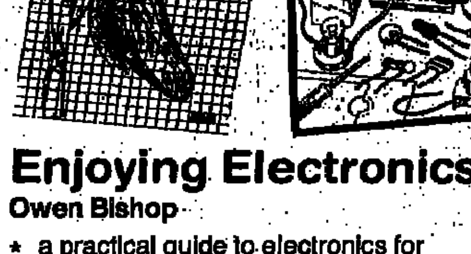
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EXTRA

Searching for patterns

Primary science and technology – a psychological perspective.

By Eileen Chadwick

Profound implications for primary schools are contained in recent proposals from the Secondary Science Curriculum Review Body. These proposals highlight the need for a technology bias in science education because this is the increasing demand of society.

It also recommends that all pupils receive science education throughout the years of compulsory schooling and, further, that emphasis is placed upon concepts and processes of learning rather than a mass of factual material.

These necessary changes of emphasis will be laid within primary schools. Children are most impressionable during these years. Curiosity and enthusiasm may be encouraged and fostered or, conversely, stifled and stifled. This period is also sensitive for cognitive development, though the extent is still a matter for psychological research. As children's most formative years are in the care of primary teachers, the nation's future talent and wealth is in their hands. Yet, we cannot just be mindful of extrinsic motives as we add science and technology to the curriculum. Good education in these vital education areas is the right of all children irrespective of intellectual performance. All can benefit.

We should examine how scientific and technological ways of looking at the world can enhance cognitive development. We should question the kinds of processes being developed within children and define clearly how the two areas differ – what technology can do for the growing mind which science cannot.

Both science and technology are powerful tools with which we can develop and extend children's thinking processes. The two are complementary. However, through the technological process it is possible to develop a learning special strategy and simultaneously introduce the children to a subject crucial to society's needs.

For the past two years I have been a peripatetic teacher visiting groups of rural primary schools in West Berkshire to enrich the curriculum using science and technology as the means. I have taught and observed children from all social backgrounds, of all abilities and of all ages. During my experiments with the curriculum, many questions have entered my mind. I am beginning to find some of the answers.

I am convinced that the potential exists through the medium of primary technology to stimulate or enhance within our children a learning strategy associated by psychologists with more creative thinking. Psychological research has shown that people possess different cognitive styles or different ways of approaching the same problem.

One such style is defined as the holist – serialist learning strategy. At one extreme in a free learning situation the person who is a serialist will choose to learn step by step. At the other end of the spectrum the holist quickly needs to establish an overview and to choose the steps for herself. Holists taught in a serialist manner and vice versa are disadvantaged and cannot learn effectively.

Traditional secondary school science courses proceed one step at a time and an overview is reached late in the course. People who score higher on tests of divergent thinking, which demand the ability to generate many answers rather than one right one, have been observed to more holist. They are more likely to undertake arts rather than science courses. Many potential original thinkers may therefore be lost to science, not because of the content, but the way it is taught.

I began to teach primary school technology two years ago after attending a course run by Ron Lewin, Berkshire's technology consultant. Since then I have worked closely with him on several occasions. In accordance with his philosophy I use the design process for solving problems. Essentially this is: determining a need; offering solutions; choosing a way forward; doing or making something, and, finally, evaluating the result in relation to the original need.

The delight of this problem solving strategy is that it allows people having serialist or holist strengths to work in harmony and to appreciate each others' assets. It can be seen that an overview is established early in the learning situation and, providing the groups are properly organized, they are then free to choose their own steps in problem solving.

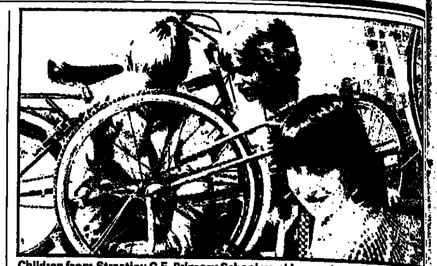
It is truly a child-centred situation where the teacher can be more easily paced by her pupils. She can use the method to inspire the children to make anything from boats to timing devices. Science may be used as the servant of technology in a most natural way — it is one powerful means of solving problems.

Once children appreciate that the structures behind the scientific method and design process are commonsense they easily take to them. I have discovered that they are extremely well motivated and learning is as natural as walking, riding a bike or swimming. The reasons for this maybe explained by other psychological research.

There is much evidence that learning consists of constructing schemata or sets of rules with which to interpret the world. Reality for the individual depends upon the store of schemata in her head and communication is only possible when people have some schemata in common. As children attempt new experiences the teacher's task is to build on their existing schemata. This is a highly skilled job of matching and one of providing sufficient challenge so that motivation to learn will occur.

The building blocks for stimulating science and technology lessons are within every child's experience and the problems we have used have been every day ones. The materials to which they relate be they metal, plastic, wood, paper, cloth, glue, water or pastry are the stuff of life!

As schemata learning is an active search for patterns it comes as no surprise to find children are thrilled by



Children from Streatley C.E. Primary School working on the topic "Wheels" – the theme was written by Ron Lewin

science and technology. Science is ultimately about searching for patterns.

The psychologist, George Kelly, even described every man as a scientist. As a result of past experience he brings to each new situation a hypothesis, or a prediction, of what will happen. If his prediction is validated his stored schemata (Kelly calls them constructs) remain. If not the construct is replaced by another.

Science is basically a more systematic search for patterns in the living and physical world and scientists are constantly having to update their theories in the light of new evidence.

Since it would appear that education in science and technology is an extension of natural thinking processes it ought to be every child's right to receive it. Teachers who already use these subjects as a firm base for the curriculum or curriculum enrichment know how fruitful they can be for learning. The situations are always rooted in real experiences, language development is an integral part and the children are actively engaged in thinking and physically manipulating materials.

There is a major problem, however. Teachers should beware of assuming children think as logically as they do. Insights from child development studies suggest that the ability to carry out a logical search of alternatives in a scientific context grows slowly, but by giving children appropriate experiences it is hoped the process may be speeded up.

This is an area of much research and debate so there is no answer to it at present. However, if the child has had rich experiences as outlined above there will be firm foundations for abstract logical thought. The School Council Science 5-13 material deals admirably with the matching of science teaching to child development.

I am sure the SSCR body will be examining some of the issues mentioned here if significant changes in the quality of learning are intended. Primary and secondary schools must to instigate a continuum of approach we are going to make real headway. This whole movement must start early so the involvement of the primary teacher is fundamental. The aim is for all primary teachers to have a sound knowledge of the scientific method and the design process which are rooted in common sense, a quality found in abundance in the primary teacher.

Eileen Chadwick is a peripatetic teacher employed in West Berkshire. She visits rural schools joined together in federations.

This article was written in consultation with Ron Lewin, Berkshire's technology consultant.



Experimenting is as natural as play

NUFFIELD A-LEVEL CHEMISTRY HAS BEEN REVISED!

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NOW Longman, for the Nuffield-Chelsea Curriculum Trust, are bringing out a new edition. Publication will commence in the Spring of 1984.

The main task of revising the Topics was undertaken by three working groups of teachers with wide experience of the course, under the general editorship of Bryan Stokes. The work was overseen by an advisory committee, chaired by Professor Malcolm Frazer.

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Shuffle the pack

continued

The Cockcroft report urges a differentiated curriculum in mathematics, more practical work and work on applications, and a common core for all pupils. Yet who is supporting the pilot work to create the new classroom materials which teachers will need to help them put these ideals into practice?

The Secondary Science Curriculum Review has set out to stimulate a debate on the very nature of the science curriculum to 16. The authors of their "proposals for action and consultation" advocate a broader base for the science curriculum, less content, more regard for the needs of the average pupil and more stimulating material related to everyday life. Yet who will provide the teaching and learning resources packaged in a style and to a standard which pupils (and their teachers) who live in this visual age have grown to expect?

The latest Youth Training Scheme is under way, but who is ensuring that the right learning packages are available for the "academic" part of the programme? Shuffle the pack, or start again?

There has been of course a healthy expansion in school-based curriculum development; the best of these have provided the basis for publishing projects, several of which have had more impact than expensive "official" schemes. Such school-based activity now finds a good deal of "official" support — Foundation level science and maths in Scotland for instance; yet often such activity is wasteful of time and resources, involving too much replication and overlap with efforts elsewhere.

All this tends to the conclusion that there is an increased expectation that publishers will take care of the learning resources, if the authorities in education lay down the guidelines and define the curriculum. But is this realistic, or even fair? Why prime the pump if you are not prepared to help in the hard work of operating the handle? Is this not an aspect of educational provision where a small injection of support can repay handsomely in the classroom? Publishers have responded positively and enthusiastically in the past, but how much longer can they do so entirely from their own resources – yet continue to provide the range and variety of resources which schools have grown to expect?

Teachers and educationists (whoever they may be) are interested in publishers' fortunes (as, say, they may be interested in the affairs of their milkperson), but it is probably too much to expect them to express any real concern for their welfare. The EPC Mathematics and Science Books and Materials exhibition (September 21 and 22 in the Portland Suite, Regent Crest Hotel, London WC1) will be an ideal shop window for the latest ideas. Come and judge for yourself how publishers are responding to the challenge.

Graham Taylor is Science Editor for Heinemann Educational Books.

EXTRA

Those other micros

Progress in school microbiology described by John Grainger

There are signs that the aims of those who have been working for many years to encourage the integration of more microbiology in school science curricula are beginning to be realized.

For more than a decade the undoubted educational value of microbiological topics, including suitable practical work has been increasingly appreciated and promoted by several national bodies. These include: HMI, the Association for Science Education (ASE), the Institute of Biology, and the Microbiology in Schools Advisory Committee (MISAC) and its funding bodies.

Microbiological topics feature in primary education – for example, the Schools Council Health Education Project, and in syllabuses for CSE and GCE O and A level, for example, the Joint Matriculation Board microbiology option in A level biology.

However there have been some difficult obstacles to the exploitation of available opportunities. In schools there is a general lack of familiarity with microbiology and there is much concern about aspects of safety in practical work. Lack of funds and facilities is another problem, as is the opposition of those who do not want to see practical microbiology taught in schools.

The teacher can turn to *School Science Review* and *Journal of Biological Education* for suggestions for experimental work and support is also available from suppliers of biological materials. But there is a dearth of practical texts offering experiments suitable for a wide range of age groups and some of those published in the past perpetrated potentially unsafe practices which contributed to some curtailing of practical work even before the Health and Safety at Work Act began to take its toll.

Also the number and geographical distribution of in-service training courses has not met the need. However, national and regional courses have been arranged by DES-HMI and MISAC, the most recent of which was a DES regional in-service training course at Teesside Polytechnic in July with which HMI was involved.

Some local initiatives have prospered, too – for example, at the University of Reading where introductory courses in practical microbiology for junior, middle and secondary school teachers and technicians have been held regularly for the past five years.

Fortunately, there are now indications that these various difficulties are being overcome. First, anxieties about safety are beginning to be quelled by the publication of sensible advice. In 1977 the DES published Education Pamphlet No 61 *The User of Micro-organisms in Schools* which was written by HMI for teachers. More recently *Education in Science* (April 1981, 92 19–27) carried a substantial article on safety in school microbiology.

The second encouraging sign in 1981 was the convening by HMI of a widely representative meeting to work towards a national consensus in regard to the advice on microbiology available to schools. There was agreement that practical microbiology should play a part in science and health education in primary, middle and secondary schools and in further education. Also there were discussions at the meeting on the content of a revised edition of DES Education Pamphlet No 61, the publication of which is in hand.

The presence at the meeting of representatives of the Health and Safety Executive was particularly encouraging and should help progress towards a greater uniformity of approach to practical microbiology among those responsible for formulating practice at local level. It would help teachers if all local authorities issued a common, sensible code of practice for practical work involving micro-organisms.

Third, encouraging developments have arisen from the impact of biotechnology. The Royal Society Working Party report *Biotechnology and Education* published in 1981 included in its recommendations the development of more practical work in school biology, notably in microbiology. The report also recommended the DES, teachers, i.e.a.s, examination boards and other relevant bodies, the Schools Council, Department of Industry, private industry, and professional bodies should see that the education needs of biotechnology are taken into account.

This year has seen the announcement of two important initiatives which are in accord with the recommendations of the Royal Society report. A £27,000 project funded jointly by DoI, DES, and the Welsh Office is under way at the Department of Education at University College Cardiff.

The purpose of the project is the make recommendations on the aims, objectives and implementation of a national policy concerned with attitudes towards, awareness of, and curricular provision for biotechnology in schools. Of course, this will include considerations of the teaching of microbiology.

The second initiative is specifically concerned with microbiology and is funded by the Society for General Microbiology (SGM), the largest UK learned society for microbiologists, with an international membership, and a sponsor of MISAC.

The SGM is making available to MISAC up to £20,000, initially for a project at the Department of Microbiology at the University of Reading which is being advertised currently, to produce a practical textbook with underlying theory for 11-plus age groups.



This "self-help" initiative by SGM is seen as an aid for immediate use in the classroom, a stimulus to the provision of more in-service training in microbiology, and a support for professional microbiologists who are willing to offer advice informally.

The distinct change in atmosphere surrounding the teaching of microbiology in schools comes at a time when important contributions can be made to several current discussions on science teaching, for example, the DES consultative document *Science Education in Schools*, the ASE-Schools Council sponsored *Secondary Science Curriculum Review*, the Royal Society report *Science Education 11-18 in England and Wales*.

Also several other groups are embarking upon discussions or activities concerned with biotechnology in schools, for example, ASE, British Coordinating Committee for Biotechnology (BCCB), and the Open University. The subject also featured in the 1982 Commons Select Committee on Education, Science and the Arts interim report on the protection of the research base in biotechnology. And in the response to it by the Secretaries of State for Education and Science and for Industry last February.

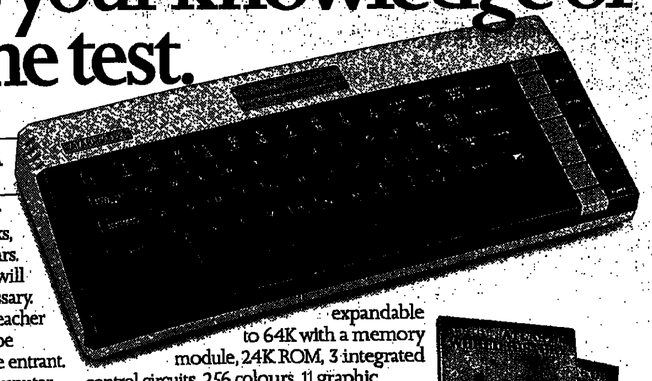
However, while it is exciting to discuss these prospects, many of the problems that will be raised are not easily solved. For example, there are the questions of

- The available changes needed in existing, heavily-laden syllabuses;
- Appropriate content – the different needs of promoting an interest in applied biology and an awareness of its importance in society on the one hand and of soundly teaching the underlying principles of chemistry, biology and mathematics on the other;
- Expertise – provision made for more in-service training opportunities; and
- Cost – a scheme on the lines of that for helping in the provision of computers is worth serious consideration.

Much careful thought and consultation, cooperation, vision and firm action will be needed if the promise of developments in school microbiology and the broader area of biotechnology are to be realized.

Dr J M Grainger is a senior lecturer in microbiology at the University of Reading and represents the Society for General Microbiology on the MISAC.

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The Times puts computers into focus.

EXTRA

Appropriate objectives

From Scotland strategies for General and Credit, described by David Fleming, Stuart Haddon and Tony McCulloch

The developers of Choice Chemistry gave the following information to the Scottish Conference of the Association for Science Education last April. The aim of the contributions was to put forward a set of strategies covering syllabus and assessment for students aged 14 to 16. Many of these ideas could be relevant to the 16-plus debate in the sciences. The strategies outlined below can be adopted and indeed are being adopted successfully by schools.

Syllabus Strategy

(a) Problems in the existing system

The problems associated with the existing system in the sciences for 14 to 16-year-olds clearly exemplify the disadvantages of a rigid approach. At present, large numbers of students are struggling in overspecialized and unsuitable O grade courses that were never designed to cope with a broad range of ability. This leads to poor motivation and large scale failure and frustration. There are also many students in non-certificate or CSE courses who are not working to a level suited to their ability – especially when maturity often brings potential for improvement. The separate O grade and non-certificate or CSE system is divisive. There is a lack of consistency in approach at these two levels and often competition for resources; O grade courses, for example, are seen as having greater status than other courses.

The introduction of Munn/Dunning Syllabus and Assessment in Scotland and 16-plus in the rest of the United Kingdom will not in itself solve the problems endemic in the existing system. If the curriculum in a science subject were organized into separate syllabuses for different ability ranges to be taught to students segregated into "ability sets" (probably by a lock-step method) then the reforms will be no more than a paper exercise.

(b) Characteristics of a multi-level approach

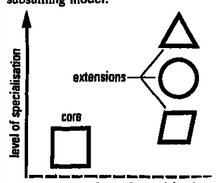
Such an approach sets out to cope adequately with a wide range of abilities in a teaching group, thereby allowing the establishment of genuine mixed-ability classes. It has the flexibility to allow students to establish their own level over the course rather than have an artificial level imposed on them from the beginning (prognostication from the age of 13-plus remains notoriously inaccurate). It should also open the way for more efficient use of staff and resources.

We contend that a resource-based approach is necessary for the effective implementation of a multi-level syllabus. A student would be guided by resources which are structured in a way that allows him/her to work at an appropriate pace to achieve attainable targets.

Models for structures of resource guides are usually based on a core/extension format. We would recommend a core plus three levels of extension approach. Examples of these models in practice operate in many schools, especially in Lothian and Strathclyde.

(c) *Syllabus as objectives*

A multi-level course requires specific learning objectives to be stated for each level of specialization. A desireable structure would be built from a baseline of core objectives. The core objectives themselves need to form a coherent course for those students who would be working at core only. From the core, there would be sets of extended objectives. It would help if the more specialized objectives incorporated the more basic sets in a subsuming model.



This style of stating objectives throws into sharp relief the academic theoretical threads that have stung traditional O grade syllabuses together. The sheer volume of content, much of it irrelevant to the good education of most students, becomes glaringly apparent. A detailed examination of these problems may lead to a broader view of a syllabus. Practical skills, writing skills, the ability to extract information and the discussing of problems are examples of the learning processes that warrant development. Material of personal, social and industrial relevance could replace theoretical constucts as the backbone of a course.

Assessment strategy

The following discussion of assessment assumes a multi-level approach for content and learning objectives. The assessment strategy to be described is primarily concerned with the cognitive domain and has three main strands.

Strand 1: teacher interaction

The teacher is constantly at work, assessing situations, and deciding appropriate action. Much can be learned about a student's progress through informal discussion in the lab. If the students generate their own notes as they work, then by regular checking the teacher can have his finger on the pulse of each student's learning. In this way, each student can be directed to appropriate work.

Strand 2: self assessment

Students can be helped in many ways to assess their own progress. Practice problems enable the students to test their newly acquired knowledge and skills. Check tests at the end of each core topic can help to ensure that the basics are fully grasped. Such tests are mastery tests where any error requires remedial action, in the first place by the student and finally with the teacher if the problem remains unresolved. Entry statements (eg "Before you start this activity, you must be sure that you 'understand what is meant by osmosis. If not, then ...") ask the students to decide about their own learning in a simple, straightforward way.

An entry test may be used to check a particular skill (eg, ability to calculate currents in series and parallel circuits) prior to an activity dependent on that skill. Learning objectives allow students to check that they have covered the important points and can be used as a revision tool at the end of each unit.

Strand 3: unit attainment.

Most courses are divided into thematic units and it makes sense to measure attainment at the end of each unit, rather than waiting to the end of term or year. Thus, in a 10-unit course, a student would have 10 opportunities to demonstrate his level of attainment.

It is crucial that the structure of these tests do not negate the underlying philosophies of the course.

The test structure must:

- cater for a broad population appropriately;
- be built upwards from a baseline of achievement;
- permit flexibility of attainment level. (See diagram above)

By structuring the test on an inclusive model, all three conditions are met. The first 24 marks assess baseline objectives, the next 12 marks assess objectives at the next level, and so on. A student who worked to the ■ level would therefore stop at that point, and be marked out of 36. There are thus four tests in one. Since all objectives apply at the ▲ level, a student who has worked to this level would attempt all questions.

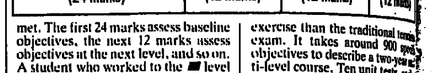
Mark processing also needs to follow the inclusive model and is best presented as percentages at the different levels.

To attain mastery at any particular level, the student would require to score above some appropriate percentage (possibly 60, 65, 70 and 75 per cent respecively).

This is an exam model where differentiation between students is based on mastery of more specialized objectives. We argue strongly that this is much more educationally sound than the present exam system that differentiates by increasing failure.

Ten unit tests of this nature, internally assessed, are a much more valid exercise than the traditional terminal exam. It takes around 900 specific objectives to describe a two-year multi-level course. Ten unit tests, each of 60 marks, permits a total of about 6 objectives to be used for measuring attainment, ie, about a 67 per cent sampling. On the other hand, a single terminal exam of 90 marks represents only about a 10 per cent sampling of the course objectives. The question "To what degree is two-year recorded important?" has in our view to be seriously looked at.

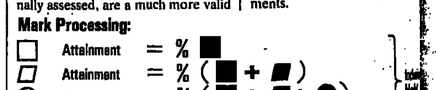
Test Structure:



Conclusion

A thoroughgoing multi-level approach to syllabus and assessment can lead to a valid and coherent system of learning that is appropriate for the great majority of students. The flexibility of such a system allows students to aim for mastery of appropriate objectives. The assessment allows such mastery to be recognized. Such a system should be taken account of in the 16-plus deliberations.

Mark Processing:



David K. Fleming is at Wester Hailes Education Centre, Stuart Haddon is at Inveralmond Community High School, and Tony McCulloch is at Broughton High School Edinburgh

Minimanual

Adventures with Small Plants. By Owen Bishop.
Murray £4.95. 0 7195 3953 6. £2.95. 0 7195 3967 6

Though it will be used mainly by children, many people who have watched their house plants shrivel in the heat of this sweaty summer might gain a little insight and excitement from the kind of practical projects which form the substance of this interesting and well written minimanual.

But "small plants" doesn't just mean house plants, for a whole range of subjects are dealt with. There is even something on animals. The sequence of the 13 chapters, each representing a separate adventure which usually consists of more than one activity or experiment, is logical, though not altogether conventional.

A short initial section arbitrarily classifies plants according to whether they are hydrophytic, xerophytic, insectivorous or microscopic, states the objectives of the book and explains symbols which are later used to indicate the time of year when relevant plant material may be collected. In the beginning the book shows how ferns and mosses may be grown. Here, also, there is an introduction to the concept of food webs via a study of small animals which may live in a moss jungle. Instructions for growing insectivores, propagating Busy Lizzies, Pelargoniums and African violets as well as setting up a miniature bog garden are given next. In chapter six, some methodical ecology is introduced by means of a weevil trap and further experiments deal with the asexual reproduction and population sizes of Duckweed as well as the growth of parts of plants. Other "adventures" explain the construction of a water-drop microscope, the cultivation of algae, the growth and the establishment of a mini herbarium.

Bearing in mind the fact that elementary level, Bishop's text is quite thorough. Each chapter contains lists of the materials necessary for the project, just the right amount of background information is given and, where necessary, there are hints on maintenance, identification or further work. The script is both informal and interactive, in the sense that the questions should stimulate further interest and arise as a natural consequence of the work done. At the end there is a short list of suppliers, notes on watering and fertilisers.

Peter J. Bar

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EXTRA

High-flyers at Bar Harbor

Sally Festing reports on a unique summer school in the USA

Scientific research is concerned with solving problems, but so are a lot of other things! It's the type of problem, the experimental approach and the intensity of the pursuit that define the discipline and its worth.

By the time a bristling young scientist leaves school, he will have picked up some idea of what genuine research is all about through his work in the laboratory and scientific literature. But how it feels to formulate an independent programme, to be involved with it over a period of time and carry it through to a conclusion can be understood only by someone who has actually done it. At the Jackson Laboratory on the rugged coast of Maine, a highly selective bunch of about 20 school leavers, graduates and post-graduates do precisely this.

Promoting interest in basic research and harnassing talent are the first objects of the annual summer school. It's an unashamedly elitist venture and one enhanced by its location on Mount Desert Island. Throughout the session students live in one of the remaining residences from Bar Harbor's heydays as an exclusive summer resort, a 32-room Georgian style mansion with a broad view of the sea. At weekends there are pink granite peaks to scale and local lobsters to devour; in fact the whole experience is rounded out by the wild beauty of Acadia National Park.

During working hours each student tackles a project of his or her choice in conjunction with a research scientist. The programme is supplemented by occasional lectures, demonstrations and discussions. But it is the bench work that is the essence of the programme's value, according to the director, Dr Barbara Sanford, plus the contact with senior research scientists and current research.

Sophisticated problems are taken on in various related areas; last year's projects included work in immunology, cell biology, ageing, population density, stress and computer applications to biological research. With luck, results can be incorporated into the staff scientist's work. But the greatest tribute to the course is that most of its former students remain in science, according to a 1979 survey: 87 per cent of these in biology; 70 per cent take PhD's and two have collected a Nobel prize. The atmosphere is one of high expectations and major accomplishments.

About 300 applicants compete for the course each year, so the chosen few must be dedicated as well as bright. Two-thirds of the cost is met by the Clark Foundation of New York City and remaining funds come from the Jackson Lab and from fees – about £500 for pre-college and college students; graduates on the other hand receive £750.

But reduced numbers this year reflect a financial strain. Perhaps the pioneering spirit of the early years should be re-established – when the boys camped out in tents and everyone set up their microscopes on the dining table between meals. This would certainly have been approved of by the founding director of the centre, the late Dr C C Little, whose scientific vision inspired the island's wealthy industrialist summer visitors to set up and finance the Jackson Lab as an independent cancer research organization more than 50 years ago.

Fans of the *Hitch-Hiker's Guide to the Galaxy* know that mice are more than "white furry creatures with a cheese fixation" in Douglas Adams's fantasy; Dr Little also felt that mice are super-important. At a time when very little work had been done in the field, he saw the key to biomedical studies of the future locked in mammalian genetics and for implementing such studies, he chose the mouse. Today, much of his theory has been realized; his labs have the largest number of inbred, or constitutionally identical mice strains anywhere, and the largest concentration of mammalian geneticists among 35 scientists and 500 staff.

If cancer research was foremost at the lab's inception, other biomedical studies were soon involved. Mice are similar to humans in many physiological traits. They develop or inherit many of the same diseases and the initial five or six strains soon began to exhibit characteristics that paralleled such human problems as muscular dystrophy, anaemia and diabetes.

Moreover, they were ideal for experimental tissue grafting. If it is possible to transplant tissue from one inbred mouse to another, what controls the capacity for acceptance or rejection? Three years ago, Nobel-prizewinner George Snell put the lab on the map for his work on tissue transplantation, investigations that laid the foundations for kidney and other organ transplants.

Then practical problems of husbandry: reproduction and diseases of the mice themselves became important. Staff moved in to work with the fantastic collection of weird mutant strains and the lab began to answer a far flung demand for their stocks. The resource side of the venture is important in its own right because they have provided a continuous home for their colonies.

If a university professor retires, his stocks disappear too. Two million mice are distributed annually throughout the world providing approximately half the lab's income; remaining funds are provided by National Institutes of Health grants and private donations.

Dr Sanford would like to see the pendulum swing to reflect Little's original intention; valuing independence highly, she hopes the private contribution will increase proportionately.

Among 200 biomedical research institutes in the United States, what, apart from its physical surroundings, makes the Jackson Laboratory unique? It is geographically, but not intellectually, isolated and during the summer, when the island is covered with tourists, the air service is kept busy shuttling scientists from all over the world into Bar Harbor to take part in courses, exchange information and pick the brains of their hosts.

The calibre of the resident scientists and the unparalleled genetic resource are the main attractions. The centre had always promoted an interdisciplinary approach, and the progress of the future is expected to result from cooperation between molecular biologists and classical geneticists.

Furthermore, attention is turning once again to cancer. With his lab concentrating its efforts in three areas: basic biomedical research, the distribution of genetically defined mice to the scientific community and training scientists for the future, Little's dream is fully maintained.

Successful revisions

Chemistry in Context. 2nd Edition.
By G C Hill and J S Holman Nelson
£10.50 0 17 438 356 8
Chemistry Data Book. 2nd Edition.
By J G Stark and H G Wallace
John Murray. £1.75 0 7195 3951 X
Polymer Chemistry by M A Cowd
£1.95 0 7195 3961 7

Reaching a second edition is a mark of success for a textbook. A new edition allows authors not only to correct errors and update terminology but to incorporate new material reflecting changes in exam syllabuses. Both the first two books have been successfully revised and can now be even more strongly recommended.

One of the most difficult problems with a new edition is the change in page numbers, which can cause considerable irritation to the teacher who finds both editions in use in his teaching set. Hill and Holman have neatly avoided this problem by using the same page sequence modifying certain sections, including new photographs and updating units etc within the page, but incorporating new material as appendices. These occupy 30 pages. The seven topics include mass spectroscopy, entropy, the Nernst equation. The treatment, although clear, is rather mathematical, but the format will allow teachers to omit these sections with weaker students. A further change is that answers are given to the calculations at the end of chapters. It is possible to quibble with the slightly superficial treatment of some areas, groups 5 and 6, and proteins for example, but this is easily offset by the outstandingly clear explanations memorable presentation, and liveliness. Without doubt this is the best comprehensive A level textbook for the modern syllabus and must be strongly recommended, especially if it is used with the complementary laboratory manual and study guide.

The revision of Stark and Wallace's A level data book has involved modification to nomenclature, some changes to data, and correction of errors. A few tables have been removed, being no longer relevant to GCE syllabuses and have been replaced with tables on infra-red, equilibrium constants in the gas phase and electrolytic conductivity. It maintains its position as a viable alternative to the Nuffield Data book. It is certainly better organized, and more clearly presented than its rival, information is easy to find, and it is cheaper, but it does contain less information. There are few situations where required data is not included – only thermochemical data for some organic compounds, and physical properties of higher alkanes spring to mind, but teachers can sidestep such problems by careful choice of calculations, etc.

John Star is also editor of the series "Modern Background Readers", *Polymer Chemistry* being the fifth volume in this series. It's 100 pages contain up-to-date information, more detailed than can be found in any A level text. It will prove to be excellent supplementary reading, enriching the more able pupils and teachers. Sections include polymerization techniques, analysis of polymers, detailed discussion of a wide range of both man made and natural polymers (rubbers, proteins, etc), relating structure to properties and briefly to use, and showing how the properties can be modified. In addition, details of 8 practicals are given together with a reading list and glossary.

The written style organisation and content are perhaps a little academic. Here was a great opportunity to deal in more detail with the industrial aspects, using flow charts, showing how the monomers are obtained, reaction vessel design, etc – so that the topic becomes more relevant and more vital.

A worthy volume then, lacking a little in attractiveness and readability. It would be an asset to a departmental library, and would prove to be a valuable source of detailed information for teachers. Those interested in this topic might give thought to buying the ESP1 Plastics Resource box which contains samples of many of the substances mentioned in the book.

Chris and Pat Mason

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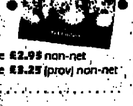
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Physics batch: concise and readable

Physics in Outline. By Richard Candlin.
Stanley Thornes £3.95 0 85950 366 6.
Mastering Physics. By H. J. P. Keighley, F. R. McKim, A. Clark and M. J. Harrison.
Macmillan £8.95. 0 333 32344 0.
Science for Today and Tomorrow. by M. A. Atherton, T. Duncan and D. G. Mackean.
John Murray £4.50 0 7195 4008 9.
Higher Core Physics. By G. Cackett, J. Lowrie and A. Steven.
Oxford £4.50 0 19 914096 0.

Mr Candlin has a good argument in favour of his pleasingly produced book. He feels that while there are some excellent O level physics books available, "many of them are too long and seem to be trying to do the teacher's job as well as their own." He offers therefore a concise text in a conveniently small book that still adequately covers the normal syllabus.

Quite apart from considerations of price, there is much to be said for this approach. Maybe pupils should be able to make their own notes for reference or revision; possibly teachers could hand out duplicated sheets of appropriate material. Much more effective, and more economical in time, is the provision of a well-illustrated text containing the essentials of the theory and collections of questions and examples.

The teacher is then free to do his proper job – to teach while pupils listen and absorb ideas and information. Then the class teaching and explanation, accompanied by laboratory work, can be reinforced by the short-version textbook.

These ideals are exemplified by Mr Candlin except that he chooses to be not over-strong on practical work. There is some experimentation included but in general he leaves teachers to select demonstrations and class experiments. "To include a full range ..... would have made the book unwieldy". Again, this is a good argument, but it would be interesting to see a book of practical physics prepared to complement this very good succinct writing.

Heuristics do not figure largely in the Macmillan master series. The objective of the latest addition is a "concise, easily readable, treatment of all the essential principles contained in O level physics courses" and this is adequately met. The reader, whether in class or working individually, is led steadily through the basics, but he is rarely asked to do anything. There are some questions for each chapter, although these are quite undemanding mathematically.

It is interesting to see that in *Science for Today and Tomorrow* the numerical work is also very modest, though in this case it may be because the book has been designed for both O level and CSE classes. There is a great deal packed into these pages. It includes not only physics but also the standard middle school chemistry and biology. The level of the work, which is well arranged and presented, appears to be most suitable for courses in general science; future specialists in any of the three main subjects are likely to need a little topping-up in their studies before embarking on sixth-form work. But what is in this large, low-priced, book is clear and accurate and carries the hallmark of good teaching.

Much the same things could be said about the final book, which is prepared specifically for Scottish Higher Grade physics courses. The main sections of the revised syllabus are completely dealt with. There are good diagrams, excellent collections of problems, and answers to those involving numerical work. Some of the questions provided at the end of each chapter are reproduced from past Scottish Examination Board papers. Teachers of corresponding levels in England and Wales will find much of interest in these, and in the treatment of the various "core" topics throughout the volume.

All in all, this is a refreshing batch of books, and if the ferment of re-drafting of syllabuses is now settling, the pattern for the next few years could well be satisfied by compilations of this nature.

F. W. Kellaway

Working text

Plant Types 1. Algae, Fungi and Lichens. By Ruth N. Miller. Hutchinson. £3.25. 0 09 144481 0.

This book usefully complements the standard text-books and will be valuable to advanced students. As a working reference manual written with a commendable economy of language and with excellent line drawings it should never be far from the laboratory bench.



Multiple choice

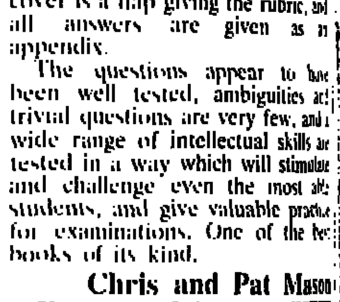
Multiple-Choice Questions in O Level Chemistry. By Robin A H Hillman
Heinemann £2.40 0 435 64323 1

This popular book has been an ideal complement to Nuffield and other modern syllabuses for many years. Since the Nuffield course has been revised, Robin Hillman a former Nuffield Chief Examiner has updated the book to take into account changes in content, and has attempted to adopt nomenclature recommended by the ASE although a few errors have slipped through, "ethanoic acid" and "acetic acid" appear separately in different parts of the book".

A wide variety of types of questions, classification, multiple-choice, multiple-completion and assertion-reason, are included, reflecting practice of examination boards. The 500 questions are classified into 24 topics (periodic table, energy changes etc). with up to 35 questions per topic. On the inside back cover is a flap giving the rubric, and all answers are given as an appendix.

The questions appear to have been well tested, ambiguities and trivial questions are very few, and a wide range of intellectual skills are tested in a way which will stimulate and challenge even the most able students, and give valuable practice for examinations. One of the best books of its kind.

Chris and Pat Mason


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A series of facts

Essential Science: Chemistry. By M H Freemantle and J G Tidy
Oxford £2.50 0 19 914095 2
Chemistry: Essential Science Series. By P L Harris
John Murray £1.25 0 7195 3797

The titles are well chosen. Each book attempts to cover the important facts, theories and ideas in a concise, straightforward manner, with the minimum of background information. Many teachers would argue that the role of a textbook should be broader; that it should interest and stimulate, that it should emphasize practical work as the basis of science, that it should elaborate and clarify ideas and present the subject in the context of everday life. Such teachers should look elsewhere for their textbook, whereas those who see textbooks as revision aids should give consideration to these books.

Chemistry (Harris) is paper-back-sized, having 31 chapters spread over 89 pages. Each chapter gives a series of headings, and a brief definition and explanation, without very clear links between them. Care has been taken over presentation, the material has been well-structured and clearly laid out – essential since there is no index. There are very few diagrams and no questions are included. The language, although formally correct, is rather academic, giving an impression of dryness.

The section on calculations is typical. It gives definition of the key terms, but virtually no guidance on how to tackle calculations, no mention of practicals, and no equations to allow students to calculate numbers of moles from mass.

Perhaps it is inevitable that in trimming the price some compromises have had to be made, but we find them unacceptable. However, it may well appeal as a succinct revision aid for students, or as a text for teachers who see the subject as a series of facts.

Freemantle and Tidy have the advantage of larger paper, almost quarto, and nearly twice the number of pages. They have integrated practical, theory, fact and relevance in a most attractive manner. Each of the 60 chapters occupies exactly one double page, topics including fuels, social and economic aspects of the chemical industry. The appendices covering types of reaction, apparatus, units for example should be invaluable for reference. Each page is divided into two columns, the headings are clear, the style bright and readable, the content well-organized, clearly explained, and a generous number of diagrams are included. Considerable thought has gone into the presentation of each page. Apparatus for many practicals is shown and typical results are discussed. Each topic concludes with a series of brief exercises and questions. Moles, a touchstone of quality for a book of this type, is impressively treated, marrying theory with the methods of solving calculation, although it should be noted that no practicals are included in this section.

At the end of the book there are 11 pages of examination questions taken from recent GCE examinations. Some of these 60 long questions are essays, others are structured or data response questions, all are well chosen and should challenge the intellect of the students.

Although most sections seem to fit well into the double page format, some feel artificially extended, whereas others are rather too brief, but it is inevitable if this neat and attractive format is used.

Despite some reservations about the philosophy of the book, it is without doubt one of the best of it's kind, being easy to use, and attractive to the students. A most valuable revision aid, indeed it should prove a most useful aid for teachers giving a one year intensive revision course.

Chris and Pat Mason

PRIMARY DEPUTY HEADSHIPS
continued

BERKSHIRE
BUCKLEBURY C.E. (CONTROLLED) PRIMARY SCHOOL
Blacklands Road, Bucklebury, Reading RG7 6PN
N.O.R. 70
Required for January 1984. DEPUTY HEADTEACHER (Group 2).
Application forms and further details from the Director of Education (ES/BMJ), Shire Hall, Shinfield Park, Reading, Berkshire RG2 9XE. (Enclosing SAE). Closing date 3rd October, 1983.
Berkshire County Council is an equal opportunity employer. (15592) 110012

BERKSHIRE
ST. MICHAEL'S R.C. (CONTROLLED) PRIMARY SCHOOL
Lower Church Road, Sandhurst, Camberley, Surrey GU17 8HN
N.O.R. 229
Required from January 1984. DEPUTY HEADTEACHER (Group 4). Previous applicants will be considered.
Application forms and further details available from the Headteacher. (SAE).
Closing date September 30th, 1983.
Berkshire County Council is an equal opportunity employer. (51517) 110012

BROMLEY
LONDON BOROUGH OF BROMLEY
BIGGIN HILL JUNIOR SCHOOL
Old Tyne Avenue, Biggin Hill, Westerham, Kent TN16 3LY.
DEPUTY HEAD TEACHER, GROUP 5.
Applications are invited from suitably qualified and experienced teachers for the above post, tenable from January 1983.
Application forms and further details obtainable from the school (foolscap s.a.e please). Completed forms should be sent to the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1SB by 29th September 1983. (51501) 110012

BUCKINGHAMSHIRE
MILTON KEYNES AREA
SHEPHERDSWELL COUNTY FIRST SCHOOL
Springfield, Milton Keynes
Group 4
Required for January 1984, an experienced and enthusiastic teacher to take on the roll of Deputy Headteacher at this new, purpose-built First School designed for 240 pupils aged from 5 to 8 years. Milton Keynes offers the challenge and excitement of a developing new city.
Applicants are asked to indicate their special interests and areas of expertise.
Assistance with removal expenses and rented housing may be available in approved cases and their is a wide range of housing to buy in the area.
Application forms and further details are available from J.A. Ginnever B.Sc., M.Ed., Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of a foolscap stamped addressed envelope. (18682) 110012

BUCKINGHAMSHIRE
COUNTY COUNCIL
WADDESDON COUNTY COMBINED SCHOOL
Baker Street, Waddesdon, Aylesbury
Headteacher: P.J. Langdon B.Phil.(ed) A.C.P.
Applications are invited for January 1984 from suitably qualified and experienced teachers at this Group 4 Combined School, for the post of DEPUTY HEAD. Some experience of working in a co-operative teaching situation would be an advantage.
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from and to be returned to, Education Officer, Exchange Street, Aylesbury, Bucks. HP20 1UH.
CLOSING DATE: 30 September. (51979) 110012

BUCKINGHAMSHIRE
COUNTY COUNCIL
SOUTHCOURT COUNTY FIRST SCHOOL
Cealy Road, Aylesbury
Applications are invited from suitably qualified and experienced teachers for the DEPUTY HEADSHIP of this Group 4 school from January 1984. Present Roll: 205 pupils aged 5 - 8.
The successful candidate will be expected to join a team of enthusiastic and lively teachers. A keen interest in language development and reading skills is essential, and a willingness to teach music is desirable.
Assistance with removal expenses is given in approved cases.
Application form (s.a.e.) from, and to be returned to, Education Officer, Exchange Street, Aylesbury, Bucks. HP20 1UH.
Closing Date 3rd October. (51987) 110012

Hounslow
Education Department, Civic Centre
Lampton Road, Hounslow TW3 4DN

Applications are invited from suitably qualified and experienced teachers for the following

DEPUTY HEADSHIPS
from January 1984

1. CARDINAL ROAD INFANT AND NURSERY SCHOOL (Group 4)
Cardinal Road, Feltham TW13 5AL
Tel: 01-890 6306
Headteacher: Mrs A. D. Conington
2. FELTHAM HILL INFANT AND NURSERY SCHOOL (Group 5)
Bedfont Road, Lower Feltham, Middlesex
Tel: 01-890 3814
Headteacher: Mrs W. S. T. Bruckland, JP

London Allowance: £645 pa.

Application forms and further details are obtainable from the Director of Education, (Ref: PA/EBA) to whom they should be returned by 30 September 1983. Please enclose sae.

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PERCY ST. JOHN'S C OF E PRIMARY SCHOOL
St. John's Terrace, Percy Main
North Shields NE29 6HS
Headteacher: Mr W. H. Brain

DEPUTY HEADTEACHER
GROUP 3 (SPS) Roll 118

Applications are invited from suitably qualified teachers with good and varied Primary School experience, who are Communicant Members of the Church of England, for appointment to the above post. The successful candidate will be expected to take up appointment on 1st January 1984.

Application forms and further details are available on receipt of a sae from the Director of Education, Education Office, The Chase, North Shields NE29 0HW, and should be returned with a full supporting letter to Canon S. S. Huxley, St. John's Vicarage, St. John's Terrace, Percy Main, North Shields NE29 6HS, within two weeks of the appearance of this advertisement.

North Tyneside

BUCKINGHAMSHIRE
COUNTY COUNCIL
WHITCHURCH COUNTY COMBINED SCHOOL
North Marston Lane, Whitchurch, Aylesbury HP22 4JG
Applications are invited from experienced teachers for the post of DEPUTY HEADTEACHER at this Group 4 combined school. Boys games, Science and Maths essential. Present roll: 175 children aged 5 - 12. Assistance with removal expenses is given in approved cases.
Application form (s.a.e.) from, and to be returned to, Education Officer, Exchange Street, Aylesbury, Bucks. HP20 1UH. CLOSING DATE 3rd October. (51986) 110012

DERBYSHIRE
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Wood Road, Chaddesden, Derby DE2 4LY
DEPUTY HEADTEACHER Group 4. Estimated N.O.R. 200. Required from January 1984.
Further details and application forms available from and returnable to the Headteacher (s.a.e. please). Closing date 30th September 1983.
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DEVON
Please see displayed advertisement on page 60. (51748) 110012

DORSET
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Chickerell, Weymouth
DEPUTY HEAD TEACHER (Group 4) required from January 1984. Ability to teach English essential.
Application forms, returnable to the Headmaster by 3 October, and further details from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ (foolscap s.a.e.). (18892) 110012

DYFED
COUNTY COUNCIL
CYNGOR SIR DYFED
ST. TEILO R.C. PRIMARY SCHOOL
Tenby
(Group 3)
REQUIRED FOR JANUARY 1984.
Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEADTEACHER. Applicants must be practising Catholics. The successful applicant should be well versed in Infant methods with an ability to offer music throughout the school.
Candidates able to offer alternative age/curriculum interests are not excluded from applying.
Application forms and details available from the correspondent Governor, St. Teresa's Convent, Tenby, Dyfed, to whom they should be returned by 1st October. 1983.
W.J. PHILLIPS, DIRECTOR OF EDUCATION, Education Department, Pibwrlwyd, Carmarthen SA31 2NH. (51508) 110012

EALING
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Osborne Road, Acton, London W3 8BJ
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Group 5 salary plus £987 London Weighting and Social Priority payments.
Relocation expenses may be payable.
Application forms (SAE) and further details from Head to be returned by 30th September 1983. (17578) 110012

GLOUCESTERSHIRE
TREDWORTH JUNIOR SCHOOL
Tredworth Road, Gloucester
Group 5
Required from January. 1984 Deputy Head Teacher.
Please state special interest. Forms obtainable from and returnable to the Headmaster. (51827) 110012

GLOUCESTERSHIRE
NORTHWAY INFANTS SCHOOL
Tewkesbury, Glos.
Deputy Headteacher Group 4 required for January 1984. Please state details of particular interest in curriculum development.
Forms from and returnable to the Head.
(Re-advertisement previous applicants considered). (51777) 110012

HAMPSHIRE
NORTH BADDESLEY COUNTY JUNIOR SCHOOL
Fleming Ave, North Baddesley SO5 9EP
DEPUTY HEADTEACHER required for this Group 6 School January 1984. Must have experience of leadership across the curriculum. Boys' Games an advantage.
Further details and application forms available from the Headteacher on receipt of a stamped addressed envelope.
Closing date for completed application forms 7th October, 1983. (18694) 110012

HAMPSHIRE
HOLY FAMILY R.C. FIRST & MIDDLE SCHOOL
Mansel Road West, Southampton SO1 9LF
Required January 1984. Deputy Head. Group 6. Applicants should be practising Catholics.
Further particulars and application forms may be obtained from the Headteacher to whom all completed applications should be returned by 30th September. (51812) 110012

ESSEX
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(Roll 352)
Little Wheatley Chase, Rayleigh
Tel: 0268 743741
DEPUTY HEAD. Group 6
RE-ADVERTISEMENT
Required January 1984, well qualified and experienced practising Catholic for the Deputy Headship of this Group 6 school.
Application forms and details from the Headmistress (foolscap s.a.e. please).

WINTER GARDENS COUNTY JUNIOR SCHOOL
(Roll 333)
Hilton Road, Canvey Island
Tel: Canvey Island 699305
DEPUTY HEADTEACHER, Group 5 + S.P.S. Allowance Required January 1984 - ambitious career Teacher with positive commitment to modern primary methods.
Application and details from Area Education Officer, 'Brooklands', Hockley Road, Rayleigh.

WILLIAM MARTIN C.E. (CONT) INFANTS SCHOOL
(Roll 122)
Tawneys Road, Harlow
Tel: Harlow 24122
DEPUTY HEAD, Group 4
Required for January 1984. Well qualified, experienced and enthusiastic Teacher for Deputy Head post. Applicants should state particular interests and abilities. Closing date: 28th September, 1983.
Further details and application form from and returnable to the Area Education Officer, St. John's Road, Epping (foolscap s.a.e. please).

SACRED HEART J.M. & I.R.C. SCHOOL
(Roll 156)
Windermere Road, Southend-on-Sea
Tel: Southend 0702 68052
DEPUTY HEAD Group 4
Experienced Catholic teacher with initiative and drive required for this Group 4 School. Closing date: 30th September. 1983.
Application forms and further details from Southend Area Education Office, Civic Centre, Victoria Avenue, Southend-on-Sea (foolscap s.a.e. please).

DANBURY PARK COUNTY PRIMARY SCHOOL
(Roll 250)
Well Lane, Danbury
Tel: Danbury 4094
DEPUTY HEAD, Group 4
Required from January 1984, an enthusiastic teacher with experience of good primary practice to help lead a hard-working, committed staff, in an open plan school.
Further details and application forms available from Area Education Officer, Springfield Dukes, Springfield Green, Chelmsford (foolscap s.a.e. please).

HAZLEMERE COUNTY INFANTS SCHOOL
(Roll 110 approx.)
Hawthorne Avenue, Greenstead Estate, Colchester CO4 3JP
Tel: Colchester 861836
DEPUTY HEAD (Group 4)
Required January 1984 enthusiastic, experienced and successful Infants' teacher. Applicants should be able to play the piano.
Application form and further details from Area Education Officer, Park Road, Colchester (foolscap s.a.e. please). (51415) 110012

HERTFORDSHIRE
BEECH HYDE JMI SCHOOL
Nurseries Road, Wheathampstead AL4 8NR
Head: Mr. A.J. Green.
Group 3.
DEPUTY HEAD required for January 1984.
Please apply to the head at the School for further details, enclosing sae. (51769) 110012

HILLINGDON
LONDON BOROUGH OF HILLINGDON
CHARVILLE INFANT SCHOOL
Required for January 1984, a Deputy Head Teacher for this Group 4 School.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex. (Tel: Uxbridge 50451) to whom they should be returned by 28th September 1983.
Outer London Allowance Payable. (18959) 110012

LINCOLNSHIRE
Re-Advertisement
SPALDING COUNTY PRIMARY SCHOOL
Roll 304
Required for 1st January 1984. Deputy Head. Group 5.
Forms and details from the Headmaster at the school, Woolram Wygate, Spalding PE11 1PB, on receipt of a SAE, to whom forms should be returned as soon as possible. Previous applicants will be re-considered (18104) 110012

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON ABBEY PRIMARY SCHOOL
High Path, Merton, SW19
Headteacher: Miss M.B. Barsham
Tel: 01-542 7129
Age Range: 5 - 9 years
No. on Roll: 196
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher in this Group 4 Primary School with a Nursery Unit, for appointment in January 1984.
London Allowance £987. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope. (51624) 110012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
DEANWOOD C.P. INFANT SCHOOL
(Group 4)
Require Deputy Headteacher, to take up duty January 1984. Persons applying should be experienced teacher of infant aged children, able to make a significant contribution to the work of the school.
Deanwood C.P. Junior School (Group 6) require Deputy Headteacher to take up duty January 1984. Persons applying should be experienced teacher of junior aged children.
Application forms and further details available (s.a.e. please) from the Divisional Education Officer, Municipal Buildings, Gillingham, Kent, to whom they should be returned by 28th September, 1983.

MAIDSTONE DIVISION
ST STEPHENS CE PRIMARY SCHOOL
Tovil, Maidstone ME15 6QY
(Group 2)
Required January 1984 or as soon as possible thereafter Deputy Headteacher; prepared to teach mixed abilities in 5 - 7 age range. Music an advantage.
Application form and details available from the Headteacher (s.a.e.). Returnable by 30th September 1983.

MEDWAY DIVISION
NEW ROAD COUNTY PRIMARY SCHOOL
Bryant Street, Chatham, Kent
Group 5, 265 on roll
DEPUTY HEADTEACHER REQUIRED for January 1984 at this Social Priority school.
Application form and further particulars obtainable from the Headmaster at the school. (SAE please).

SWALE DIVISION
MIDDLETUNE COUNTY JUNIOR SCHOOL
Middletune Avenue, Milton Regis, Sittingbourne
Group 5
DEPUTY HEAD TEACHER required for Autumn Term 1983. Candidate interested in curriculum development.
Application forms and further information (S.A.E. please) from Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne, to whom they should be returned by 30th September. (17141) 110012

NORFOLK
DEPUTY HEADS required for
WROUGHTON COUNTY FIRST SCHOOL
Gorleston
(Group 4)
Application forms and details from Area Education Office, 22 Euston Road, Great Yarmouth NR30 1DZ.

KING'S PARK COUNTY FIRST SCHOOL
Dereham
(Group 3)
Application forms and details from Area Education Office, Canterbury Way, Thetford IP24 1DA.
Closing date for applications - 30th September, 1983.
Application forms send on receipt of a stamped addressed foolscap envelope. (51518) 110012

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
ALDER PARK COUNTY PRIMARY SCHOOL
Walnut Road, Winton, Eccles M30 8LD
Required for 1st January, 1984, DEPUTY HEAD TEACHER - GROUP 5.
Please send s.a.e. for application form and further details to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT. to whom completed applications should be returned no later than fourteen days after the appearance of this advertisement. (51709) 110012

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
ALL SAINTS' R.C. (AIDED) PRIMARY SCHOOL
Trafford Road, Eccles M30 0JA
Required for 1st January, 1984 DEPUTY HEAD (Group 4 - 164 on roll).
The applicant must have the Catholic Teacher's Religious Certificate and must be a committed and practising Catholic. Please send s.a.e. for application form and further details to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT. Completed application forms should be returned to Rev. P. McIntyre, Holy Cross Presbytery, 384 Liverpool Road, Eccles M30 8QD within 14 days of the appearance of this advertisement. (51718) 110012

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
BOLE HILL J & I SCHOOL
Bole Hill Road, Sheffield S6 5DD
Required for January 1984, a Deputy Headteacher for this Group 4 primary school.
Application forms and further details are available from the Chief Education Officer (Teachers Division), P.O. Box 67, Leopold Street, Sheffield S1 1RJ to whom completed forms should be returned by 30 September 1983. (51943) 110012

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
HATFIELD F & M SCHOOL
Hatfield House Lane, Sheffield S5 6HY
Required for January 1984, a Deputy Headteacher for this Group 6 First and Middle School.
Application forms and further details are available from the Chief Education Officer, Education Department, (Teachers Division), P.O. Box 67, Leopold Street, Sheffield S1 1RJ. Completed forms should be returned to the above address by no later than 30th September, 1983. (51939) 110012

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
COIT J & I SCHOOL
Park Avenue, Chapeltown, Sheffield S30 4WH
Applications are invited from suitably qualified and experienced teachers for the Deputy Headship of this Group 5 Junior and Infant School, for January, 1984.
Application forms and further details are available from the Chief Education Officer (Teachers Division), P.O. Box 67, Leopold Street, Sheffield S1 1RJ, to whom completed forms should be returned by Friday, 30th September, 1983. (51942) 110012

SUFFOLK
COUNTY COUNCIL
WHITTON INFANT SCHOOL
Shakespeare Road, Ipswich IP1 6ET
(5 - 7, roll 140)
Required January 1984, Deputy Head Teacher for this Group 3 (+ special allowance) school.
Application forms and further details are available from the Head at the school to whom completed forms should be returned (immediately). (S.a.e. please). (17965) 110012

WEST SUSSEX
SOUTHERN AREA
RE-ADVERTISEMENT
JOHN SELDEN FIRST SCHOOL
Nelson Road, Worthing
DEPUTY HEADTEACHER required January 1984 for this Group 4 school. Vacancy due to promotion. Please state special interests.
Forms and details from Headteacher on receipt of s.a.e.
Previous applicants will be considered and need not reapply. (18691) 110012

WILTSHIRE
Please see display advertisement on page 58. (16808) 110012

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
ST LUKE'S C OF E (AIDED) JUNIOR SCHOOL
Goldthorn Road, Wolverhampton WV2 4PJ
Tel. (0902) 330653
Applications are invited from well qualified, experienced committed Christian teachers for the post of Deputy Head Teacher (Group 5) from January 1984. The school works closely with the conservative evangelical Parish Church of St Luke's.
Further details and application form, please forward SAE to Chairman of the Governors at the school. (51910) 110012

Heads of Department

BEXLEY
LONDON BOROUGH
ST. STEPHEN'S R.C. PRIMARY SCHOOL
Welling.
Roll 268. Group 5.
Required for January 1984, a well qualified, experienced Infant Teacher to take responsibility for the Infant Department. Scale 3 post available. Responsibilities will include organisation and curriculum development of Religious Education and the ability to offer Music would be an advantage. Catholic teacher's certificate essential. Previous applicants will still be considered.
L.A.A. £645. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms and further details available from Chief Education Officer for Schools (T6), Town Hall, Crayford, Kent DA1 4EN, enclosing a foolscap s.a.e. (51575) 110018

BURY
METROPOLITAN BOROUGH OF BURY
Education Department
HEAD OF SERVICE (Scale 4)
An energetic well qualified Teacher is required for the Peripatetic Remedial Service to lead a team of 12 teachers for 1st January, 1984.
Application forms and further details obtainable from and returnable to the Director of Education, Athenaeum House, Market Street, Bury by 30th September 1983. (15588) 110018

Scale 2 Posts and above

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
ST JOSEPH'S R.C. PRIMARY SCHOOL
Connor Road, Dagenham, Essex
(Roll 200)
Required for January 1984 - An enthusiastic class teacher to take responsibility for Music in the Junior department. Scale 2. Applicants should be practising Roman Catholics.
London Allowance £986 per annum. Reimbursement of removal expenses in approved cases.
Application forms from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Closing date 29th September 1983. (51551) 110020

PRIMARY EDUCATION
continued

BARNET
(LONDON BOROUGH) REQUIRED JANUARY, 1984:-
FOULDS J.M.I. SCHOOL
Byng Road, Barnet, EN5 4NR
Roll 309
Experienced Class Teacher to be responsible for the development of Science and Computer Studies throughout the school. Scale 2/3 for suitably qualified candidate.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL to be returned to the Head Teacher by 30th September, 1983. (51552) 110020

BRENT
LONDON BOROUGH OF BRENT
BARHAM JUNIOR MIXED AND INFANT SCHOOL
Danethorpe Road, Wembley HA0 4RQ
(Roll 466)
Required as soon as possible - An enthusiastic and dedicated person with a thorough knowledge of good Primary Curriculum Practise, to take charge of Music in the Junior Department (Scale 2). The Department is very well equipped and there is scope for an imaginative approach to this subject. Candidates should have an interest to develop the use of instruments and music from a range of cultures.

WEMBLEY MANOR JUNIOR MIXED SCHOOL
East Lane, Wembley HA9 7NW
(Roll: 237)
Required from January - JUNIOR TEACHER (Scale 2). An enthusiastic teacher with an extensive knowledge of Primary curriculum to be responsible for developing the art and craft and display work in the school (Scale 2). The successful candidate would be expected to initiate school based 'in service' training, give advice to colleagues on all aspects of the subject and formulate meaningful guidelines.
London Allowance of £987 per annum is payable. Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head Teacher returnable within ten days (51946) 110020

BRENT
LONDON BOROUGH OF BRENT
SUDBURY INFANTS SCHOOL
Watford Road, Wembley HA0 3EY
(Roll: 298)
Required as soon as possible:-
Experienced INFANT TEACHER (Scale 2), initially to take a Middle Infant class who will also be responsible for encouraging and leading Music throughout the school - Pianist preferred.
London Allowance of £987 per annum is payable.
Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head Teacher returnable within ten days. (51553) 110020

BRENT
LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
CURRICULUM DEVELOPMENT SUPPORT UNIT
Applications are invited from experienced teachers to fill the following posts in this newly established unit which has been set up to develop a committed approach to Multi-Cultural education.
Scale 4 post with responsibility for the Unit's work in relation to Curriculum Development in Primary Schools.
Teachers Conditions of Service, but 35 hour week and flexible holiday dates.
Application forms with further details (sae) obtainable from the Director of Education, P O Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW returnable by 30 September.
London Allowance of £987 per annum is payable.
Brent is an equal opportunity employer. Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-Cultural Education. (16051) 110020

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Advisory Teacher - Development of Literacy
See under Miscellaneous. (18644) 110020

BUCKINGHAMSHIRE
MILTON KEYNES AREA
CEDARS COUNTY FIRST SCHOOL
Bury Street, Newport Pagnell, Bucks. MK16
Required for January 1984, a teacher to join the staff of this well-established first school which caters for the 5 to 8 age range. Interest and ability in Environmental Science and/or Music would be an advantage. Scale 2 post available for a suitably experienced and qualified candidate.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, Mrs P.N. Rose, on receipt of a foolscap stamped addressed envelope. Closing date 30 September, 1983. (18672) 110020

BUCKINGHAMSHIRE
MILTON KEYNES AREA
COPPERFIELD COUNTY MIDDLE SCHOOL
Chapter, Coffee Hall, Milton Keynes MK6 5EA
Required for January 1984, an enthusiastic and creative teacher to work with children experiencing learning difficulties.
This is a second post in a new department integrated within the mainstream middle school. Experience in remedial or special education an advantage. Scale 2.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from J.A. Ginnever B.Sc., M.Ed., Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of foolscap stamped addressed envelope. (18683) 110020

BUCKINGHAMSHIRE
MILTON KEYNES AREA
SPRINGFIELD COUNTY MIDDLE SCHOOL
Springfield Boulevard, Springfield, Milton Keynes MK4 6HW
Required for January 1984, an experienced and dedicated primary school teacher to co-ordinate the establishment and development of two resource areas which are planned for the summer term of 1984. Scale 2.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, Mr. F. Freedland, on receipt of a foolscap stamped addressed envelope. (18684) 110020

BUCKINGHAMSHIRE
MILTON KEYNES AREA
CASTLES COUNTY FIRST SCHOOL
Warwick Road, Bletchley, Milton Keynes
Required for January 1984, an experienced teacher to be responsible for developing Music or Mathematics/Science throughout the school and across the curriculum. Scale 2.
This post is available due to the retirement of the present holder.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, Mrs L. Bensley, giving full curriculum vitae and the names and addresses of two referees. (18979) 110020

BUCKINGHAMSHIRE
COUNTY COUNCIL
HADDENHAM COUNTY MIDDLE SCHOOL
Woodways, Haddenham, Aylesbury, Bucks. HP17 8DS
Headteacher: J.T. Hemmings
Required January 1984. Teacher to take General Subjects with the upper age range in an 8 - 12 Middle school.
SCALE 3.
Candidates should outline their specialisms and interests indicating their experience in a position of leadership and responsibility in their letters of application. Assistance with removal expenses is given in approved cases.
Application form (s.a.e.) from Education Officer, Exchange Street, Aylesbury, to be returned direct to the Headteacher at the school by 30 September. (51982) 110020

CAMBRIDGESHIRE
THE GROVE SCHOOL
Cambridge
Required for January, an experienced TEACHER (Scale 2) to be in charge of INFANTS Department.
Application forms and details from the Headteacher, Campkin Road, Cambridge CB4 2NB. Tel: Cambridge 356444. (18876) 110020

CAMBRIDGESHIRE
ST. LAURENCE'S R.C. (A) SCHOOL
Required for January 1984 class teacher for upper Juniors (Scale 2). Responsibility for Maths and Science.
Further details and application form from Head, Arbury Road, Cambridge CB4 2JX. (S.A.E.). (18878) 110020

CAMBRIDGESHIRE
HUNTINGDON AREA
WESTFIELD JUNIOR SCHOOL
Ramsey Road, St. Ives, Cambs.
Required for January, ASSISTANT TEACHER, Scale 2, responsibility for Boys' Games/P.E.
Application forms and further details from the Headmaster at the School (SAE please). Closing date: 30th September. (16024) 110020

DEVON
Please see displayed advertisement on page 60. (51754) 110020

DORSET
ST. GEORGE'S CE (AIDED) FIRST SCHOOL
Langton Matravers, Swanage
(Roll 50)
EXPERIENCED TEACHER (Scale 2) required from January 1984 for Infant Class and to deputise for Head when required in this two-teacher school.
Application forms, returnable by 30 September, and further details from the Clerk to the Governors, "Sutcombe", Gypshayes, Langton Matravers, Swanage (Foolscap S.A.E.). (18891) 110020

DORSET
COLEHILL COUNTY FIRST SCHOOL
Middlehill Road, Colehill, Wimborne
(age range 5 - 9 years)
Required January 1984, experienced teacher for vertically grouped infant class 5 - 7 years. Special responsibilities for Libraries (two sites) and Infant P.E. The ability to play the piano an advantage but not essential. Scale 2.
Application forms and further details from the Headmaster on receipt of s.a.e.
Closing date 30th September. (51964) 110020

DORSET
COLEHILL COUNTY FIRST SCHOOL
Middlehill Road, Colehill, Wimborne
(age range 5 - 9 years)
Required January 1984, experienced teacher for 8 and 9 year olds. Special responsibilities for Art and Display work (one site only). Music an advantage. Scale 2.
Application forms and further details from the Headmaster on receipt of s.a.e. Closing date 30th September. (51963) 110020

DORSET
ELMRISE FIRST SCHOOL
Holloway Avenue, Bournemouth
(5 - 8 Age Range)
Required January 1984, Experienced First School Teacher to be year leader for 5 - 6 age range group (5 classes) and to be their curriculum co-ordinator. Expertise in aesthetic arts essential. Scale 3.
Application forms and further details from the Headmistress on receipt of s.a.e. (51961) 110020

DORSET
WESTHAVEN COUNTY JUNIOR SCHOOL
Radipole Lane, Weymouth
(Roll 426)
YEAR LEADER (Scale 3) required from January 1984. Ability to lead any year group in the Junior range essential. Applicants should state main Curriculum interests.
Letters of application giving curriculum vitae and names and addresses of two referees to the Headmaster, from whom further details are available (foolscap sae please). Closing date 11th. October 1983. (16035) 110020

DORSET
LYTCHETT MATRAVERS PRIMARY SCHOOL
Lytchett Matravers, Poole
(age range 5 - 11 years)
Required January 1984, Mathematics Co-ordinator for ages 5 - 11 Class based with reception children. Scale 2.
Application forms and further details from the Headmaster on receipt of s.a.e. Closing date 30th September. (51957) 110020

DORSET
HAYESWOOD COUNTY FIRST SCHOOL
Cutlers Place, Hayeswood, Wimborne
(age range 5 - 9 years)
Required January 1984, experienced teacher as Music Specialist for young children in the 5 - 9 age range. Scale 2. Open plan school. Team teaching.
Application forms and further details from the Headmaster on receipt of s.a.e. Closing date 30th September. (51956) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
CHESTERFIELD JUNIOR SCHOOL
Chesterfield Rd., Enfield, Middx. EN3 6BG
Roll 380
Required for January 1984, Scale 2 or 3 suitably qualified and experienced class teacher to be responsible for the organisation of PHYSICAL EDUCATION (including Girls Games) throughout the school. An interest in one or more of the following would be an advantage:- Music, Needlework, Micro-computers in Schools.
London allowance. £645
Application forms (foolscap SAE) obtainable from the Director of Education P.O. Box 56, Civic Centre, Silver St., Enfield EN1 3XQ, to be returned to the Head Teacher at the school by 30th Sept, 1983. (51741) 110020

ESSEX
DENEHOLM COUNTY PRIMARY SCHOOL
Culford Road, Grays
Tel: Grays Thurrock 75408
(Roll 310)
SCALE 2
RE-ADVERTISEMENT
Required January 1984 or sooner, an enthusiastic, experienced Primary School Teacher with special responsibility for curriculum development in Music. Deneholm has a large flourishing choir and growing orchestra.
Applications together with curriculum vitae to the Headteacher (foolscap s.a.e. please). (51404) 110020

HAMPSHIRE
ST. JOHN'S C.E. (AIDED) PRIMARY SCHOOL
Grove Road, Gosport, Hants. PO12 4JH
N.O.R. 475
Required January 1984 - Scale 2 Mathematics teacher with interest in boys' games.
Apply in writing to the Head Teacher giving full curriculum vitae and two educational referees. (51822) 110020

HAMPSHIRE
COURT LANE FIRST SCHOOL
Hilary Avenue, Cosham, Portsmouth PO6 2PP
Tel: Portsmouth 378890
Experienced teacher required from 1st January 1984 for Scale 3 Post. To be responsible for Language Development and Resource Based Learning.
Closing date 30.9.83.
Further details and application forms from the Headmistress. (17161) 110020

HAVERING
LONDON BOROUGH OF HAVERING
BRANFIL JUNIOR SCHOOL
Cedar Avenue, Upminster RM14 2LW
(Roll 269)
Tel: Upminster 24179
Headteacher: D.M. Gragson
Scale 3 teacher with responsibility for Language Development required for January 1984.
Applicants should be experienced teachers with knowledge of current ideas about Language Development and Drama. Some experience of Library work desirable.
Application forms are available (s.a.e. please) from the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing date: Friday 30th September, 1983. (51524) 110020

HAVERING
LONDON BOROUGH OF HAVERING
SCARGILL JUNIOR SCHOOL
Mungo Park Road, Rainham RM13 7PL
(Roll 300 Estimated)
Tel: Rainham 55677
Headteacher: W.O. Jones
Scale 3 teacher with responsibility for Mathematics required January 1984.
An experienced and enthusiastic teacher is required for the development of Mathematics throughout the school together with responsibility for the administration and development of the schools general programme of recording communication and liaison for ensuring continuity and progression.
Application forms are available from (s.a.e. please) the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing date: Friday 30th September, 1983. (51523) 110020

HAVERING
LONDON BOROUGH OF HAVERING
UPMINSTER JUNIOR SCHOOL
St. Mary's Lane, Upminster RM14 3BS
(Roll 434)
Tel: Upminster 20453.
Headteacher: E.H. King
Required for January 1984 a teacher of Boys Games and Physical Education. The successful candidate would also be required to undertake liaison with the Parents Association. Scale 2 post available.
Application forms are available from (s.a.e. please), the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing date: Friday 30th September, 1983. (51425) 110020

HERTFORDSHIRE
THE LEA JMI SCHOOL
Moorland Road, Harpenden, Herts. AL5 4LE
Head: Mrs. C. Clow
Required for January, ASSISTANT TEACHER Scale 2, with responsibility for the development of language and literacy throughout the full age range at the School.
Application forms and further details obtainable from the Head at the School. (51768) 110020

HERTFORDSHIRE
WELLFIELD WOOD INFANTS SCHOOL
Ripon Road, Stevenage.
Required for January, 1984, NURSERY TEACHER, Scale 2 in charge of 40-place Unit. Interest in co-operative approach essential.
Applications invited from suitably qualified and experienced staff, enclosing names and addresses of two referees and curriculum vitae to Head. (51773) 110020

HERTFORDSHIRE
GRANGE JUNIOR SCHOOL
Sparhawke, Letchworth, Herts. SG6 4PT
Tel: Letchworth 5488
Head: Mr. P. Barratt
Required for January 1984, an enthusiastic teacher for a 3rd year Junior Class, and to be responsible for boys' games and gymnastics throughout the school. Scale 2 post available for a suitably experienced and qualified candidate.
Apply in writing to the Headteacher at the School, with names and addresses of two referees. (17000) 110020

ISLE OF MAN
BOARD OF EDUCATION
ST. MARY'S ROMAN CATHOLIC PRIMARY SCHOOL
Douglas, Isle of Man
ASSISTANT TEACHER (SCALE 2)
Required for January, 1984, to be responsible for Mathematics and Boys Games throughout the school.
Application forms and further details can be obtained from the Director of Education, Isle of Man Board of Education, Government Offices, Bucks Road, Douglas, to whom completed forms should be returned by Friday 30th September, 1983. (18437) 110020

KENT
COUNTY COUNCIL EDUCATION COMMITTEE
DARTFORD DIVISION
WILMINGTON C.P. SCHOOL
Common Lane, Wilmington, Dartford DA2 7DF
Infant teacher required January 1984. Scale 2 responsibility for Music throughout school. Must be committed to working as part of team in lively, creative environment. Must have interest in developing an individualised reading scheme in classroom and co-operating towards curricula development.
Application forms and further details from the Divisional Education Office, Essex Road, Dartford DA1 2AZ. (17412) 110020

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
CORPUS CHRISTI R.C. PRIMARY SCHOOL
Chestnut Grove, New Malden, Surrey KT3 3JU
240 on roll
Head: C.B. Curtis Dip.Ed
Required for January 1984 LEADER OF JUNIOR DEPARTMENT (SCALE III).
Applications are invited from experienced Roman Catholic teachers for this post which will involve teaching a junior class and undertaking responsibilities within the department, including assistance with curriculum development.
Applicants will be required to give full details of curriculum experience and interests which they would like to use in such a post.
London Allowance £645 p.a.
Details of application forms available from the Director of education and Recreation, Guildhall, Kingston upon Thames, Surrey KT1 1EU, (Stamped self-addressed envelope please) returnable to the Headmaster at the school. (51978) 110020

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
CARLINGHOW J & I SCHOOL
Emerald Street, Batley, West Yorkshire WF17 8PP
(REF. 296)
Required for January 1984 teacher SCALE 2 to be responsible for Music throughout the junior department and to have responsibility for a class of 2nd year juniors. The ability to assist with games would be an advantage.

UPPERTHONG J & I SCHOOL
Burnlee Road, Holmfirth, Huddersfield
(REF: 204)
Required from 1 January 1984 experienced teacher for a class of top infants and to organise and develop the use of RESOURCES throughout the school. SCALE 2. The successful applicant will also be expected to take an active part in the life of the school including extra curricular activities.
Application forms (s.a.f.e. please) from the Director of Educational Services (Ref. PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, to whom completed forms must be returned within 14 days of this notice. (51790) 110020

LEICESTER
LEICESTERSHIRE SCHOOL OF MUSIC
The Rowans Building, College Street, Leicester
Please see Secondary Music Scale 3. (18102) 110020

LEICESTERSHIRE
ST JOHN THE BAPTIST C.E. (AIDED) PRIMARY SCHOOL
East Avenue, Leicester
SCALE 3
Required from January 1983 Scale 2/3 class teacher to take charge of games and physical activities at this large primary school. Personality, energy and enthusiasm essential.
There may be an opportunity for a suitable candidate to join the management team. Please state other strengths.
Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (17999) 110020

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
HOLY TRINITY C.E. PRIMARY SCHOOL
Effra Road, Wimbledon, SW19
Headteacher: Miss B.C. Rumney
Tel: 01-543 1591
Age Range: 4 - 9 years
No. on Roll: 131
Required for January 1984, or earlier if possible, an experienced teacher who will be responsible for Music within the school and who will initially take a class of 7 year olds. Scale 2 post available for suitable applicant, who must be in sympathy with the aims of a Church of England school.
London Allowance £589. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
CLOSING DATE: As soon as possible. (18640) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
SELWYN INFANT SCHOOL
Cecil Road, London E13 0LX
Head Teacher: Mrs. P.J. Robbins
Number on roll: 198 + 60 place nursery
MUSIC TEACHER Scale 2
Required January 1984.
An interest in developing a multi-cultural approach to music would be an advantage. The successful applicant would also be expected to take Music in the Nursery Department.
London Allowance £987.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 27th September 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (51635) 110020

NEWHAM
LONDON BOROUGH OF NEWHAM
MARYLAND JUNIOR SCHOOL
Gurney Road, London E15 1SL
Head Teacher: R.C. Emms
Number on roll 190
MUSIC Scale 2
Required January 1984.
Teacher responsible for Music.
Further details may be obtained from the Head Teacher and visits to the school are welcome. Phone 01-534 4426.
London Allowance: £987 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 27th September 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (51637) 110020

NOTTINGHAM
ST. LAURENCE C.E. (AIDED) PRIMARY SCHOOL
Collingwood Road, Long Eaton, Nottinghamshire NG10 1DR
Group 4
TEACHER SCALE II
Young dedicated primary teacher required. Responsible for Music throughout the school. Ability to produce an operetta. Own class maybe infant or junior. Girls' games an advantage.
Tel: Long Eaton (STD 06076) 68468. Closing date: 30th September, 1983. (18660) 110020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
VINEYARD JUNIOR SCHOOL
The Vineyard, Richmond, Surrey TW10 6AN
SCALE 2
(Re-advertisement)
Required for January 1984 a teacher to be responsible for Mathematics and Audio-Visual Aids. Applicants should be enthusiastic and experienced and prepared to take a full part in curriculum development. Previous applicants will be reconsidered.
Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by 27th September. (51728) 110020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
ST. ELIZABETH'S R.C. JMI SCHOOL
Queen's Road, Richmond, Surrey TW10 6HN
Required for January 1984 a class teacher for top Infants or lower Juniors. A Scale 2 post is available for an experienced teacher able to take responsibility for the development of Music and/or Mathematics throughout the school. Practising Catholic preferred.
Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by 28th September. (51727) 110020

PRIMARY EDUCATION
continued

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
SELWYN JUNIOR SCHOOL
Cavendish Road, London E4
Head: Mrs. M. Barr-Hamilton
Required for January.
Suitably qualified and experienced teacher to lead a group of classes and be responsible for an area of the curriculum. Applicants should clearly state curriculum interests and/or experience. An interest in Mathematics, Environmental Education, or R.E. advantageous. Experience across the primary age range (including infant) an advantage as initial responsibility will be for the 1st year and liaison with the adjacent infant school.
Scale 3 plus London Allowance. Ref: P55/365.

DAVIES JUNIOR SCHOOL
Davies Lane, London E11
Head: Mr. G. Windsor
Required for January or as soon as possible.
MUSIC CO-ORDINATOR.
An experienced teacher to be responsible for the co-ordination of Music throughout this multi-cultural junior school.
Ref. No. P20/375.

DAVIES INFANT SCHOOL
Davies Lane, London E11
Head: Mrs. D. Pusey
Teacher responsible for Music for January. An enthusiastic class teacher to take responsibility for the development of music, for this vertically grouped multi-cultural infants' school.
Ref. No. P21/376.
Scale 2 Plus London and Social Priority Allowance for both posts of the Davies Schools.

DOWNSELL JUNIOR SCHOOL
Downsell Road, London E15
Head: Mr. W. Jones
Required for January.
Teacher responsible for co-ordinating science throughout this Junior School.
SCALE 2 Plus London and Social Priority Allowance.

THOMAS GAMUEL PRIMARY SCHOOL
Colchester Road, London E17
Head: Mr. F. Miles
Teacher with responsibility for Language Development in this new purpose built open plan Primary School. Some experience of co-operative teaching would be an advantage.
Scale 2 plus London Allowance.
Ref. No. P60/344.

THORPE HALL PRIMARY SCHOOL
Hale Road, London E17
Acting Head: Mrs. J. Thomas
Required for January.
Lively flexible and enthusiastic teacher to be responsible for this crucial post co-ordinating Language Development throughout this Primary School. Teaching commitment initially with an infant class.
Scale 2 plus London Allowance. Ref. No. P62/361.
Application forms for all the above posts from the Head Teacher concerned (send s.a.e.).
Closing date: 30th September 1983.
EDUCATION VISITORS required as soon as possible.
There is a continuing need for qualified Nursery/Infants Teachers with not less than three years teaching experience to be attached to Primary Schools for work with parents and their pre-school aged children in the home. An ability to liaise closely with the Infants School staff, existing Nursery Schools/Classes, and other agencies dealing with the under 5's is essential.
SCALE 2 Plus London Weighting.
Application form and further details obtainable (on receipt of s.a.e.) from Chief Education Officer, Municipal Offices, High Road, Leyton, E10, Ref. No. P.368.
Closing date: 30th September. (51428) 110020

WEST SUSSEX
BROADFIELD NORTH 1ST & MIDDLE SCHOOL
Seymour Road, Broadfield, Crawley
SCALE 3
Required January 1984, well qualified class teacher to be responsible for general organisation and curriculum development in the First School department. Ability to organise, and teach Music would be a special advantage.
Applications from Education Officer, Goffs Park House, Horsham Road, Crawley RH11 8PB. (18934) 110020

Teach on exchange in U.S.A. - all subjects.
See Overseas Appointments. (17475) 110020

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
WILLIAM BELLAMY JUNIOR SCHOOL
Frizlands Lane, Dagenham, Essex
(Roll 278)
Required for January 1984 - A class teacher, able to take responsibility for Girls' P.E. (including dance and out of school activities). Ability to offer Science would be an advantage. Scale 1. The school is semi open plan, built in 1970. Own playing field.
Full details of the vacancy available from the school (Tel 01-592 6365).
London Addition £987 per annum. Reimbursement of removal expenses in approved cases.
Application forms from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Closing date 29th September 1983. (51528) 110022

BERKSHIRE
ST. ETHELBERT'S R.C. (AIDED) FIRST SCHOOL
Wexham Road, Slough, Bucks.
N.O.R. 154.
Required end of October, 1983, ASSISTANT TEACHER (Scale 1) for the middle year of this first school. Applicants must be practising Catholics.
Application form and further details from the Headteacher. Tel: Slough 22887.
Closing date 3rd October 1983.
Berkshire County Council is an equal opportunity employer. (51516) 110022

BERKSHIRE
ST. EDWARD'S R.C. (AIDED) FIRST SCHOOL
Parsonage Lane, Windsor, Berks. SL4 5EN
N.O.R. 130
Required for January 1984. ASSISTANT TEACHER (Scale 1). Applicants should be practising Roman Catholics. Ability to teach music throughout the school desirable.
Application forms available from the Director of Education, Staffing Section (JD), Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE).
Closing date October 3rd, 1983.
Berkshire County Council is an equal opportunity employer. (51719) 110022

BRENT
(LONDON BOROUGH OF BRENT)
CHAMBERLAYNE WOOD JUNIOR MIXED AND INFANTS SCHOOL
Chamberlayne Road, NW10 3NT
(Roll: 308, Social Priority School)
Required as soon as possible - INFANT TEACHER (Scale 1). Piano player an advantage but not essential.
Visits to the school welcomed (Tel: 01-969 8927). Previous applicants need not re-apply.

WEMBLEY MANOR JUNIOR MIXED SCHOOL
East Lane, Wembley, HA9 7NW
(Roll: 237)
Required as soon as possible - JUNIOR TEACHER (0.5) to join team of enthusiastic teachers to work with children needing compensatory education at both remedial and extension levels. (Scale 1).
London Allowance of £987 per annum is payable.
Brent is an equal opportunity employer. Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head Teacher returnable within ten days. (51402) 110022

BUCKINGHAMSHIRE COUNTY COUNCIL
WADDESDON COUNTY COMBINED SCHOOL,
Baker Street, Waddesdon, Aylesbury, Bucks, HP18 0LQ.
Headteacher: P. J. Langdon, B.Phil(Ed) A.C.P.
Required January 1984, enthusiastic Qualified Teachers with willingness to work in a co-operative teaching situation essential, for: (i) A class of First school children. Ability to play the piano an advantage.
(ii) A class of Middle school children. Ability to offer assistance in the development of P.E. and Games would be an advantage.
SCALE 1. Assistance with removal expenses is given in approved cases. Application forms (s.a.e.) for both these posts from, and to be returned to the Headteacher. 183824

BUCKINGHAMSHIRE
COUNTY COUNCIL
PAGE HILL COUNTY MIDDLE SCHOOL
Foscott Way, Buckingham MK18 1TT
Headteacher: B. Law, B.A. H.D.LCP., Dip.Ed.
Roll: 232 pupils
SCALE 1 post available from January 1984 for an enthusiastic and imaginative Teacher with wide interests and a commitment to Primary Education.
Application form (s.a.e.) and further details from, and to be returned to, the Headteacher. (51983) 110022

CAMBRIDGESHIRE
THE GROVE SCHOOL
Cambridge
An experienced INFANT Teacher (Scale 1) required for January.
Application forms and details from the Headteacher, Campkin Road, Cambridge CB4 2NB. Tel: Cambridge 356444. (18875) 110022

CAMBRIDGESHIRE
ST. LAURENCE'S R.C. (A) SCHOOL
Required for January 1984 class teacher for upper juniors (Scale 1).
Further details and application form from Head, Arbury Road, Cambridge CB4 2JX. (S.A.E.). (18877) 110022

CAMBRIDGESHIRE
HUNTINGDON AREA
HOUGHTON COUNTY PRIMARY SCHOOL
Houghton, Huntingdon, Cambs.
Required for January, TEMPORARY posts, EXPERIENCED TEACHER with practical and sympathetic ideas in the use of micro-computers in the Primary School.
Further details from the Headteacher (SAE please). (16026) 110022

DEVON
Please see displayed advertisement on page 60. (51753) 110022

ESSEX
BRENTWOOD PREPARATORY SCHOOL
Middleton Hall, Brentwood, Essex CM15 8EQ
I.A.P.S. 230 boys aged 7 - 12
A vacancy exists in January 1984 for a third year class teacher. Essential subject Mathematics, English and General Science. Assistance with Cricket and Association Football will also be required. Salary will be on the Brentwood Scale according to age and experience. The post may be non-resident or resident - single or married accommodation available.
Applications to the Headmaster, from whom further details may be obtained. (18968) 110022

HARINGEY
Progress with Humanity
ST. MARY'S R.C. JUNIOR SCHOOL
Hermitage Road, London N15 5RE
Qualified teacher required for January 1984 to take a second year Junior class. Practising Roman Catholic essential. Scale 1 post with the possibility of a Scale 2 post for an experienced teacher able to assume responsibility for Maths or Art & Display throughout the School.
London Allowance £987 payable. Removal expenses - 100% allowed in approved cases.
Application forms (s.a.e.) from Chief Education Officer, Education Offices, 48-62 Station Road, Wood Green, London N22 4TY and should be returned to The Chairperson of the Governors, Sister Mary Felicity, St. Mary's Priory, St. Ann' Road, London N15 5RH by 30 September 1983.
Candidates who wish to visit the School may telephone the Head Teacher on 01-800 9305. (51805) 110022

HERTFORDSHIRE
NORTH HERTS. MUSIC SCHOOL
Highbury Road, Hitchin, Herts.
Tel: Hitchin 4052
Required for January 1984, PRIMARY MUSIC SPECIALIST, Scale 1, to work in a number of schools each week, principally in rural areas. An experienced teacher is sought who has sufficient knowledge of primary schools and the personal musical expertise to contribute confidently to the development of Music in the primary field.
Applicants must be car drivers. A casual car allowance is available for this post.
Apply to Mr. R. Pope, Principal, at the North Herts. Music School, from whom further details are available. (18654) 110022

HERTFORDSHIRE
MARTINS WOOD JMI SCHOOL
Mildmay Road, Stevenage
Head: Mr. N. Torry
Tel: Stevenage 729561
Required for 31st October, 1983, until 31st August, 1984 a scale 1 teacher for a first year junior class. An ability to make a contribution to the musical life of the school would be an advantage.
Applications to the Head as soon as possible with full particulars and names and addresses of two referees. (51540) 110022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
IDE HILL C.E. PRIMARY SCHOOL
Ide Hill, Sevenoaks, Kent TN14 6JT
Group 3 - Roll 110
Required for January 1984 an experienced teacher for junior age group. The ability to offer Music would be an advantage. Possibility of Scale 2 post for suitable applicant.
Application forms and further details available from the Headteacher at the school, please enclose s.a.e. Closing date 30th September, 1983. (17415) 110022

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
MARSDEN INFANT SCHOOL
Brougham Road, Marsden, Huddersfield
(REF. 295)
Required from 31 October 1983 a temporary teacher SCALE 1, for a reception class during the absence on maternity leave of the permanent post-holder.

LEPTON COUNTY FIRST SCHOOL
Station Road, Lepton, Huddersfield
(REF. 293)
Required from 31 October 1983 (to approximately 17 February 1984) a temporary teacher, SCALE 1, for a class of top infants. Ability to assist with recorder, environmental science work and extra curricular activities an advantage.

BROWNHILL INFANT SCHOOL
Upper Batley Lane, Batley
(REF. 292)
Required from 10 October 1983 a temporary teacher, SCALE 1, for a class of reception/middle infants during the absence on maternity leave of the permanent post holder.
Application forms (s.a.f.e. please) from the Director of Educational Services (Ref. PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms must be returned within 14 days of this notice. (51791) 110022

NORTHUMBERLAND
BLYTH SOCIAL SERVICES DAY NURSERY & KINGSWAY COUNTY FIRST
NURSERY TEACHER (BURNHAM SCALE 2)
Experience Nursery Teacher required from Jan. '84. New post created to strengthen educational input at Day Nursery and to develop its links with schools.
Will need to be flexible in approach with interest in development of services for children under 5, will be responsible for developing his/her own role within day nursery and school in close consultation with the officer in charge, Headteacher and county advisory service. Total hours worked will not exceed those normally worked in school, and normal school holidays apply. Removal expenses/lodging allowance may be payable.
Application forms, returnable 30.9.83, and further particulars from Acting Director of Education, County Hall, Morpeth NE61 2EF. (16018) 110022

SUFFOLK
COUNTY COUNCIL
ST. PANCRAS R.C. AIDED PRIMARY SCHOOL Stratford Road, Ipswich
(5 - 11, roll 120)
Head: Mr. P.F. Rooney
Scale 1 experienced teacher required January 1984. Applications are invited from committed Roman Catholic teachers.
Please state special areas of curriculum interest.
Application forms and further details are available from the Head at the school (s.a.e. please). (18975) 110022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WEST INDIAN SUPPLEMENTARY SERVICE
KIRKDALE CENTRE
Kirkdale Road, London E11
Teacher-in-charge: Mrs. J. Little
REQUIRED AS SOON AS POSSIBLE.
PRIMARY AND SECONDARY TEACHERS SCALE 1 plus London Allowance interested in working within schools to promote and develop a multi-cultural curriculum and to assist the school to develop strategies that offer effective educational help and support to children from families of Carribean origin. Experience and interest in language development/reading development/multi-cultural education or the humanities social studies area would be expected. Overseas experience or work in E2L may be relevant.
Application form available from the Teacher-in-Charge send s.a.e. Ref: No: U11/363.
Closing date: 30th September. (51532) 110022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WHITEHALL PRIMARY SCHOOL
Normanton Park, London E4
Head: Miss D. Cullimore
Required for October A QUALIFIED TEACHER to take a Fourth Year, Junior Class. This is a temporary appointment to cover Maternity Leave.
SCALE 1 plus London Allowance. Ref No. P66/364
Closing date: 30th September
Application form available from the Head Teacher send (s.a.e.). (51424) 110022

WILTSHIRE
Please see display advertisement on page 58. (16809) 110022

Middle School Education

Headships

BERKSHIRE
FURZE PLATT COMPREHENSIVE SCHOOL
Furze Platt Road, Maidenhead, Berks SL6 7NQ
N.O.R. 1000, (6FE, 11 - 18 co-ed Comprehensive)
Required from January 1984, HEAD OF MIDDLE SCHOOL (Scale 4) for this school on the outskirts of Maidenhead.
Application forms and further information from the Headmaster (SAE). Closing date 3rd October, 1983.
Berkshire County Council is an equal opportunity employer. (51718). 120010

CUMBRIA
COUNTY COUNCIL
(Re-Advertisement)
SOUTH NEWBARNS JUNIOR SCHOOL
Barrow in Furness
(Group 5, 7 - 11 mixed, n.o.r. 350)
HEAD required for 1 January 1984.
Further details and application forms available from Assistant Director of Education, John Whinnerah Institute, Abbey Road, Barrow in Furness, Cumbria to whom completed applications should be returned by 30th September, 1983, (sae please). Previous applicants will be given further consideration. (51905) 120010

WARWICKSHIRE
APPOINTMENT OF HEAD
TELFORD MIDDLE SCHOOL
Telford Avenue, Lillington, Leamington Spa CV32 7TE
Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 6 school (331 on roll) with effect from January 1984, if possible.
Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, (ref: PS/JT) to whom completed forms should be returned by 23rd September 1983. (16926) 120010

Deputy Headships Second Masters/ Mistresses

EALING
LONDON BOROUGH EDUCATION SERVICE
EAST ACTON FIRST SCHOOL
East Acton Lane, Acton, London W3 7HA
Deputy Head required for January, 1984.
Group 3 salary plus £987 London Weighting and Social Priority payments.
Relocation expenses may be payable.
Application forms (SAE) and further details from Head to be returned by 30th September 1983. (17977) 120012

SUFFOLK
COUNTY COUNCIL
WORLINGHAM MIDDLE SCHOOL
Garden Lane, Worlingham, Beccles NR34 7SB
(9 - 13: 400)
DEPUTY HEADSHIP - GROUP 6
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Headteacher for this purpose-built Middle School. It is hoped to appoint a person ready to take a full part in the development of the school. The appointment will date from January 1984. Worlingham is 6 miles from Lowestoft.
Application forms and further details available from the Headteacher at the school concerned (s.a.e. please) to whom they should be returned within ten days of the appearance of this advertisement. (18974) 120012

WEST SUSSEX
SOUTHERN AREA
RE-ADVERTISEMENT
WHITE STYLES MIDDLE SCHOOL
White Styles Road, Sompting, Lancing
DEPUTY HEAD required January 1984 for this Group 5 purpose built Middle School (8 - 12 years). Applicants should, apart from being competent teachers in the basic subjects, be able to co-ordinate any required area of the curriculum.
Form and details from Headteacher on receipt of s.a.f.e.
Previous applicants will be reconsidered and need not re-apply. (18696) 120012

By Subject Classification

English

Scale 2 Posts and above

DORSET
ST MARY'S CE MIDDLE SCHOOL
Puddletown DT2 8SA
(9 - 13 years)
Required 1 January 1984 suitably qualified and experienced teacher for post of YEAR LEADER/ENGLISH CO-ORDINATOR (SCALE 3). Applicants should be able to teach other subjects.
Further details and application form, returnable by 28th September, from Headmaster (SAE please). (51955) 123420

Humanities

Scale 2 Posts and above

HARROW
EDUCATION COMMITTEE
ST. JOHN'S C. OF E. MIDDLE
Green Lane, Stanmore, Middlesex
Tel: 01-954 3978
Enthusiastic and experienced teacher to take general subjects with a class and to co-ordinate work in History and Geography throughout the school, including the organisation of resources. Willingness to share the taking of P.E. (including Swimming and Boys' Games) and Craft desirable. Sympathy with aims of Church of England school preferable. Scale 2 appointment possible for suitably applicant.
Application forms from and to be returned to The Headmaster by 30 September 1983. Please enclose stamped addressed envelope. (18676) 123220

Mathematics

Scale 2 Posts and above

HAMPSHIRE
CALMORE MIDDLE SCHOOL
Calmore Drive North, Calmore, Nr. Southampton
N.O.R. 560 approx.
SCALE 3. Teacher offering senior management skills, leadership of a phase and a Consultancy in Mathematics.
Required January 1984.
Application and curriculum vitae together with s.a.e. to Headteacher. (51953) 123420

Music

Scale 1 Posts

HARROW
EDUCATION COMMITTEE
CEDARS MIDDLE SCHOOL
Whittlesea Road, Harrow Weald HA3 6LS
Tel: 01-428 4525
Required for 7th November 1983 to cover maternity leave. An enthusiastic teacher who is willing and able to nurture the excellent musical work of the present post holder as well as participating in the normal school activities. The applicant will be expected to teach music throughout the school (age range 8 - 12 years). Closing date for applications 30th September. Possibility of a Scale 2 for an experienced candidate.
Application forms from and to be returned to The Headteacher by 30th September 1983. Please enclose stamped addressed envelope. (18679) 123822

SUFFOLK
COUNTY COUNCIL
BACTON MIDDLE SCHOOL
Bacton, Nr. Stowmarket
(Mixed comprehensive 9 - 13: 320 on roll)
Required for January, 1984, teacher of MUSIC (Scale 1). Scale 2 post available for suitably qualified and experienced candidate. (51444) 123822

Pastoral

Scale 2 Posts and above

SUFFOLK
HORRINGER COURT MIDDLE SCHOOL
Glastonbury Road, Bury St. Edmunds
(Mixed Comprehensive 9 - 13: 540 on roll)
Required for January, 1984, a YEAR TUTOR and CO-ORDINATOR FOR LANGUAGE DEVELOPMENT (Scale 3).
Closing date: 30th September, 1983. (18890) 124020

DONCASTER
WILBY CARR MIDDLE SCHOOL
Aldesworth Road, Doncaster DN4 6LD
Tel: Doncaster 536182
Wanted immediately to teach
MATHEMATICS
at CSE level to 4th and 5th year pupils who still remain, because of reorganisation in a new Middle School.
A one year Scale 1 temporary appointment is available and full-time or part-time help is required.
Application forms are available from:
The Director of Education
Princegate
Doncaster DN1 3EP
to whom they should be returned as soon as possible.

Physical Education

Scale 2 Posts and above

HARROW

EDUCATION COMMITTEE
PINNER WOOD MIDDLE
Latimer Gardens, Pinner, Middx.
Tel: 01-866 2125
SCALE 2 - BOYS P.E.
An experienced teacher is required for January 1984 to take over a class of 10 - 11 year olds and also to be responsible for Boys P.E. including inter-school matches. There is a strong games tradition and an enthusiast is sought. Vacancy due to promotion of present holder to Deputy Headship. Applications from candidates with wide interest in A-V Equipment would be particularly welcome.
Application forms from and to be returned to Headmaster by Monday 26th September 1983. Please enclose stamped addressed envelope. (18680) 124220

SUFFOLK

COUNTY COUNCIL
GREAT CORNARD MIDDLE SCHOOL
Wells Hall Road, Great Cornard, Sudbury
(Mixed comprehensive 9 - 13: 550 on roll)
Required for January, 1984, Scale 2 CO-ORDINATOR of PHYSICAL EDUCATION.
Closing Date: 26th September, 1983. (17173) 124220

WILTSHIRE

AVON MIDDLE SCHOOL
Devizes Road, Salisbury

Group 6 9 - 13 years

SCALE 2 POST

Required for January 1984, experienced and well qualified Teacher for GENERAL SUBJECTS and responsible for GIRLS GAMES and P.E. throughout the school.

Letters of application and c.v. to the Headmaster. (15590) 124220

Science

Scale 1 Posts

WILTSHIRE

FISHERTON MANOR MIDDLE SCHOOL
Highbury Avenue, Salisbury SP2 7HJ

(9 - 13 Years, Mixed - N.O.R. 330)

Required for January 1984 or as soon as possible, a qualified and experienced SCIENCE teacher to co-ordinate science work throughout the school. A scale 2 post is available for a suitable candidate and some other subject teaching will be necessary, particularly in mathematics.

Application form and further details from the Headmaster on receipt of a S.A.E. (foolscap), closing date 3rd October. (51735) 124822

Other than by Subject Classification

Scale 2 Posts and above

WILTSHIRE

AVON MIDDLE SCHOOL
Devizes Road, Salisbury

Group 6 9 - 13 years

SCALE 2 POST

Required for January 1984, experienced and well qualified Teacher for GENERAL SUBJECTS and responsible for ENGLISH throughout the school.

Letters of application and c.v. to the Headmaster. (15591) 125620

Scale 1 Posts

DONCASTER

DUNSCROFT ABBEY C.E. MIDDLE SCHOOL
Station Road, Dunscroft, Doncaster DN7 4EG

Tel: Don. 840839

Required for January 1984 - Scale 1 Teacher for Boys Physical Education and General Subjects.

The application forms are available from the Director of Education, Princegate, Doncaster DN1 3EP to whom they should be returned by 30th September 1983. (18988) 125628

Secondary Education

Headships

HILLINGDON

LONDON BOROUGH OF HILLINGDON

HAYES MANOR SCHOOL
Wood End Green Road, Hayes UB3 2SE

(Number on roll - 1022, 120 in Sixth Form)

Head Teacher required for January 1984 for this Group 11 School.

Application forms and further details available from the Director of Education. (Tel: Uxbridge 50431).

Closing date: 30th September, 1983.

Outer London Allowance Payable. (18630) 130010

HILLINGDON

LONDON BOROUGH OF HILLINGDON

SWAKELEYS SCHOOL
Clifton Gardens, Hillingdon, Uxbridge U10 0EJ

(number on roll 862, 188 on Joint Roll in Sixth Form)

Head Teacher required for January 1984 in this Group 11 Girls' Comprehensive School. The school shares its site with a neighbouring Boys' Comprehensive and a combined open-access mixed Sixth Form is operated.

Application forms and further details available from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: UX. 50431).

Closing date: 30th September 1983.

Outer London Allowance Payable. (18631) 130010

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANIDLOES HIGH SCHOOL
Applications are invited for the post of qualified Head Teacher at this group 8 comprehensive school, to take up duty on 1st January, 1984. Welsh an advantage. (Ref: 700).
Application forms and further particulars obtainable from the Director of Education, Education Department, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA, to whom completed forms should be returned by 23rd September, 1983. (18453) 130010

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
WALKDEN HIGH SCHOOL
Birch Road, Walkden, Worsley M28 5FJ
(11 - 16 Mixed Comprehensive - 980 on Roll)
Required for 1st January 1984 HEAD TEACHER (GROUP 10).
Please send stamped addressed envelope for application form and further particulars to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT to whom completed applications should be returned not later than 14 days after the appearance of this advertisement. (51716) 130010

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL FOR GIRLS, G.P.D.S.T.
'Please see under Independent Schools Headships'. (18889) 130010

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
IRLAN HIGH SCHOOL
Macdonald Road, Irlan M30 5LH
(11 - 16 Mixed Comprehensive - 1460 on Roll)
Required for January, 1984 HEAD TEACHER (GROUP 12).
Please send stamped addressed envelope for application form and further particulars to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT to whom completed applications should be returned not later than 14 days after the appearance of this advertisement. (51711) 130010

Deputy Headships Second Masters/ Mistresses

BERKSHIRE

WAINGEL'S COPSE SCHOOL
Denmark Avenue, Woodley, Reading RG5 4RF
N.O.R. 1350
Required January 1984, DEPUTY HEAD (ORGANISATION) for this Group 12 mixed Comprehensive School in the suburbs of Reading. Deputy Head responsible for day-to-day organisation, administration, discipline, and to be a member of the senior management team.
Further details and application form from the Headmaster (SAE please). Closing date September 26th, 1983.
Berkshire County Council is an equal opportunity employer. (18650) 130012

DORSET

KEMP WELCH SECONDARY SCHOOL
Herbert Avenue, Parkstone, Poole
(980 Pupils, mixed, aged 13 - 16)
Required January 1984, SECOND MASTER/MISTRESS (GROUP 11).
Application forms and further details from the Headmaster, on receipt of s.a.e. Closing date 28th September 1983. (18837) 130012

DUDLEY

METROPOLITAN BOROUGH

THE DORMSTON SCHOOL
Mill Bank, Sedgley, Dudley, West Midlands

(13 - 16 co-ed. comp. Group 10; 730 on roll)
For January DEPUTY HEADTEACHER for this popular expanding school which has a proven record of academic success and serves a residential area in the north of the Borough.
Details/application forms (SAE please) from and returnable to Headmistress (Tel: Sedgley 2188). Closing date Wednesday 28th September. (16032) 130012

ESSEX

CORNELIUS VERMUYDEN SCHOOL
Third Avenue, Canvey Island
Tel: 0268 683011
Roll: 950

DEPUTY HEAD (Group 11 + S.P.S.)
Responsibilities to include Boys' discipline, timetabling and daily administration.

KING JOHN SCHOOL
Shipwrights Drive, Thundersley, Benfleet
Tel: Southend 558284
Roll: 1300, Mixed 11 - 16 Comp

SECOND MASTER/MISTRESS, Group 11
Initially Pastoral responsibilities. Closing date 28th September, 1983.

For both posts forms and details from Area Education Office, Castle Point/Rochford Area, Brooklands, Hockley Road, Rayleigh (foolscap s.a.e. please). (51414) 130012

Doncaster Local Education Authority

ROSSINGTON COMPREHENSIVE SCHOOL
Group 10 (12–18 years)

Required for January, 1984

HEADTEACHER

Please send foolscap s.a.e. for application form and further details:

The Director of Education
Education Department
Princegate
Doncaster DN1 3EP

Closing date: 7th October, 1983.

HEAD TEACHER
(Group 11)
GREENCROFT COMPREHENSIVE SCHOOL
Stanley
(11–16 years)

Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of the above-named school for January 1984.

Stamped addressed envelope for application form and further details from Director of Education, County Hall, Durham.

Closing date for receipt of applications 30th September, 1983.

DURHAM COUNTY COUNCIL EDUCATION DEPARTMENT

Cheshire

WARRINGTON
BEWSEY COUNTY HIGH SCHOOL
(11–16, NOR 660)
Clapgates Road, Bewsey, Warrington

Head Teacher
Group 10

Required for January 1984 (if possible) a well qualified and experienced teacher for the Headship of this expanding school.

All enquiries to and further details from the District Education Officer, Priestley House, Sankey Street, Warrington.

Closing date 3rd October, 1983.

HEADSHIP

URSULINE CONVENT HIGH SCHOOL (Group 10), Queens's Road, Brentwood, Essex CM14 4EX.
Tel: Brentwood 227156
No on roll: 790 including 60–70 boarders. 200 in Sixth Form
Suitably qualified and experienced practising Roman Catholics are invited to apply for the Headship of this Girls' Comprehensive School as from Easter 1984.
Please send foolscap sae for form and details to Area Education Office, The Bryn, Church Road, Basildon.
Closing date: 7th October 1983.

ESSEX County Council

WOLVERHAMPTON BOROUGH COUNCIL

EDUCATION COMMITTEE

Required for January 1984.

MORETON SCHOOL
CO-ORDINATOR FOR SPECIAL NEEDS
Senior Teacher Scale

Applications are invited from experienced teachers for this key post which carries responsibility to initiate and co-ordinate provision for pupils with special educational needs as defined by the 1981 Education Act and the Warnock Report with particular emphasis on language development.

This is a community school for boys and girls aged 11-18 on a prominent site overlooking the countryside of Staffordshire and Shropshire.

Application forms and further details are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please.)

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy.

TES13-12

WOLVERHAMPTON centre of progress

COVENTRY CITY COUNCIL

CARDINAL WISEMAN R.C. BOYS' COMPREHENSIVE SCHOOL,
Group 10 (880 on roll, Social Priority School)

Second Deputy Head Teacher
(Pastoral)

Applications are invited from suitably qualified and experienced Roman Catholic teachers for the above post, which is vacant from 1st January, 1983.

Application forms and further particulars are available from the Clerk to the Governors, c/o the school, Potters Green Road, Coventry CV2 2AJ, (Tel: 0203 616237) to whom completed forms should be returned by 30th September, 1983. Canvassing disqualifies.

an equal opportunity employer

Headteacher
Group 11
CARSHALTON HIGH SCHOOL FOR GIRLS'
West Street, Carshalton

To commence duties 1st January or 30th April, 1984.
Non-selective 6 f.e. 11–18 school with approximately 1,040 girls on roll.
Further particulars and application form from Director of Education, The Grove, Carshalton, Surrey SM5 3AL. (SAE please). 24 hour telephone answering service: 01-661 5741.
Closing date for returns of completed application forms: (noon) 29th September, 1983.

London Borough of Sutton

SECONDARY DEPUTY HEADSHIPS
continued

HAMPSHIRE

THE BURGATE SCHOOL
Salisbury Road, Fordingbridge, Hants.
(11 - 16)
Group 8 School
N.O.R. 490 approx.
SECOND MASTER/MISTRESS, salary currently £10,851 - £12,066. Required January 1984.
Application and curriculum vitae together with s.a.e. to Headteacher. (51814) 130012

HARINGEY
Progress with Humanity

HORNSEY SCHOOL FOR GIRLS
Inderwick Road, London N8 9JF
1200 on roll, 200 in the sixth form
Required for January 1984: DIRECTOR OF STUDIES LOWER SCHOOL (SENIOR TEACHER SCALE).
The School is seeking to appoint a well qualified, experienced Teacher for this key post. Responsibilities will include:
Liaison with primary schools; Placement of pupils and the monitoring of pupils' performance throughout Years 1 to 3; Curriculum development and assessment for Years 1 to 3; Administration of subject choices in year 3.
The successful applicant will be a person of energy, vision and resourcefulness, well versed in the techniques of assessment of pupils and with proven experience of curriculum development. Candidates should state their specialist subject, as there is a teaching commitment attached to this post.
London Allowance £987 payable. Removal expenses - 100% allowed in approved cases.
Application forms and further details available from the Head of the School. Completed forms to be returned to the School by 26 September.
Haringey is an equal opportunity employer. (51806) 130012

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
(REF. 290)
MOOR END HIGH SCHOOL
Dryclough Road, Crosland Moor, Huddersfield HD4 5JA
Applications are invited from suitably experienced teachers for the post of Deputy Head Teacher of this GROUP 11 comprehensive school which caters for the age range 11 to 16 years (1150 on roll). The appointment will date from January 1984.
Application forms and further particulars (s.a.f.c. please) from the Head Teacher to whom completed forms must be returned within 14 days of this notice in the press. (51794) 130012

HILLINGDON

LONDON BOROUGH OF HILLINGDON

RE-ADVERTISEMENT
Previous applicants need not apply

TOWNFIELD SCHOOL
Central Avenue, Hayes UB3 2DD

(Number on roll - 976, 81 in sixth Form)

Required for January, 1984, a Deputy Head to be involved, as Director of Studies, in the curriculum planning and development also with some responsibility for girls' welfare. Applicants must have sound qualifications and a proven abbbility in the academic field, being well informed about the curriculum developments taking place in the 14 - 18 age range.

Applicants may, if they wish, submit a separate letter of application with the application form.

Please return application forms to the Director of Education, London Borough of Hillingdon, Civic Centre, 2E/10, Uxbridge, Middlesex.

Tel: Uxbridge 50431.

Closing Date: 30th September, 1983.

Outer London Allowance Payable. (18958) 130012

HOUNSLOW

CRANFORD COMMUNITY SCHOOL
High Street, Cranford, Hounslow TW5 9PD
Tel: 01-897 2001/5
Head: Mrs Anne Jones BA
Wanted: for January 1984 a SENIOR HEADTEACHER - Head of Lower School.
Cranford is a fully integrated and superbly equipped co-educational comprehensive community school. We need a Senior Teacher to lead a team of staff responsible for the overall learning and development of the Lower School (years 1 - 3, approximately 600 pupils). As a member of the senior management team, the senior teacher is expected to contribute to policy as well as to take responsibility for their area.
LONDON ALLOWANCE: £645 p.a. CLOSING DATE: 1 October 1983.
For full details, please write enclosing a curriculum vitae and s.a.e. to the Head. Visits will be arranged for suitable candidates.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (16041) 130012

LEICESTER

THE BOSWORTH COLLEGE

Senior Teacher Resources: See block advert. Other than by subject. (17992) 130012

LINCOLNSHIRE

BOSTON HIGH SCHOOL FOR GIRLS

(11 - 18 Girls' Grammar School)

Roll 682

Required for 1 January 1984. Deputy Head Teacher Group 10.
Forms and details from the Headmistress at the school, Spilsby Road, Boston, Lincs. PE21 9PT, on receipt of a SAE, to whom forms should be returned as soon as possible. (18871) 130012

MID GLAMORGAN

EDUCATION AUTHORITY
LLANDAFF DIOCESE
ST JOHN BAPTIST CHURCH IN WALES COMPREHENSIVE SCHOOL
Aberdare
(Voluntary Aided: Co-Educational; 11 to 18 years; Group 10)
Applications are invited for the post of SECOND DEPUTY HEADTEACHER from January, 1984.
The successful applicant will be a practising member of the Church in Wales (or a Church in full communion with it), and a Good Honours graduate, with relevant (including Sixth Form) experience. On appointment, he or she will have certain whole school duties and a particular responsibility for a section of the School.
Further particulars and application forms are obtainable from the Honorary Clerk to the Governors, at the School, Glan Road, Aberdare, Mid Glamorgan CF44 8BW.
Closing date for applications: 28th September, 1983. (17163) 130012

NORTHUMBERLAND

HEXHAM QUEEN ELIZABETH HIGH
Whetstone Bridge Rd., Hexham NE46 3JB

(Group 12, 13 - 18 Comprehensive, 1020 pupils inc. 265 in 6th Form)

Required from January 1984. DEPUTY HEAD (Second Master/Mistress) to join senior management team of Community School. Post offers wide range of responsibilities and applicants should detail aspects of school life which are particular interest to them.

ASHINGTON COUNTY HIGH
Green Lane, Ashington NE63 8DH

(Group 11, 13 - 18 Educational High, 1100 pupils inc. 140 in 6th Form)

PRINCIPAL DEPUTY HEAD required from 1st January 1984, when holder becomes Headmaster of school in Cumbria. Candidates must be graduates and have had recent successful experience in Secondary School. There are 3 other deputies including a Deputy Head Community.

For both posts removal expenses/lodging allowance may be payable.

Application forms, foolscap s.a.e., returnable by 30th September 1983 from Headteacher of school. (16017) 130012

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
YSGOL BRO DDYFI
Machynlleth, Powys
(11 - 18 Comprehensive)
Required for January 1984, a qualified Deputy Headteacher (Group 8). The successful candidate will be responsible for the welfare and discipline of the girls. He/she must be Welsh-speaking and able to teach through the medium of Welsh and English. (Ref: 699).
Further particulars and application forms are obtainable from the Head Teacher to whom completed forms should be returned by Monday, 27th September, 1983. (18452) 130012

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

CHRIST'S SCHOOL
Queen's Road, Richmond, Surrey

(11 - 16 mixed comprehensive)

A six form entry voluntary aided school for Anglicans and Roman Catholics

Required for 1st January 1984 DEPUTY HEADTEACHER GROUP 10.

Applications are sought from well qualified candidates with wide experience. Preference will be given to practising Christians. Responsibilities will include sharing with the First Deputy in the administration of the East Building which houses the I - III years and the organization of public and internal examinations.

Forms (s.a.e. please) and further details may be obtained from the Director of Education, London Borough of Richmond upon Thames, Regal House, London Road, Twickenham, Middlesex TW1 3QB, and should be returned to the Headmistress, Miss J.M. Shelmerdine B.Sc., at the school by Monday, 26th September 1983. (18069) 130012

ROTHERHAM

METROPOLITAN COUNCIL

DINNINGTON COMPREHENSIVE SCHOOL

11 - 18 Mixed. Approx. 1897 on roll. Approx. 211 in 6th form

Required for January, 1984.

SECOND DEPUTY HEAD - GROUP 13.

Arising from promotion to a Headship a new member of the management team is required able to display qualities of leadership, enthusiasm, energy and vision.

Closing Date: 30th September, 1983.

Further particulars and application forms available from the Director of Education, Norfolk House, Walker Place, Rotherham (Tel: Rotherham 2121, Ext. 3357) to whom completed forms should be returned.

W.B. Mussett, Director of Personnel Resources. (18940) 130012

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL
HOLLY LODGE HIGH SCHOOL

(11 - 16 Comprehensive)

Required for January 1984 DEPUTY HEAD TEACHER. Group 10.

Application forms and further details available from and returnable to Director of Education, Education Dept. P.O. Box 41, West Bromwich, West Midlands B70 8RG.

Closing date 30th September 1983.

STUART BATHURST R.C. HIGH SCHOOL

(11 - 18 Comprehensive)

SECOND MASTER/MISTRESS: Group 8

A committed Roman Catholic teacher sought. To be a member of Senior Management team, responsible for Girls' Welfare and external examinations. Ability to take charge of one of the following subject areas would be a recommendation. Religious Education, Physics or French.

Application forms and further details available from and returnable to Clerk to The Governors, Wood Green Road, Wednesbury, West Midlands.

Closing date 30th September 1983.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (51609) 130012

SOLIHULL

EDUCATION COMMITTEE
ST. GEORGE AND ST. TERESA R.C. (AIDED) SCHOOL
Mill Lane, Bentley Heath, Solihull B93 8PA
(Group 3)
Required 1st January 1984 DEPUTY HEAD TEACHER (below Group 4). Practising R.C. required.
Send S.A.E. to Director of Education for details and application form, P.O. Box 20, Council House, Solihull, West Midlands B91 3QU. Closing date 30th September 1983. (18997) 130012

STAFFORDSHIRE

EDUCATION COMMITTEE
ST. JOHN FISHER R.C. (A) HIGH SCHOOL
Ashfields New Road, Newcastle
Required for 1st January, 1984 DEPUTY HEADTEACHER (Group 11) to join the Senior Management Team and take particular responsibility for Curriculum Planning and the Timetable in this mixed 11 - 18 Comprehensive School.
Applicants must be committed and practising Catholics, who are prepared to sign the C.E.C. Agreement.
Application forms available from the Chief Education Officer (Staffing), County Education Offices, Tipping Street, Stafford ST16 2DH (s.a.e.) should be completed and returned to the Chairman of Governors, Mr. F.J. Smith, 4 Jenkinson Close, Newcastle-under-Lyme, Staffs, ST5 2JP by not later than 30th September, 1983.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (51703) 130012

SUFFOLK

COUNTY COUNCIL
DEBENHAM CHURCH OF ENGLAND VOLUNTARY CONTROLLED HIGH SCHOOL
Gracechurch Street, Debenham, Stowmarket, Suffolk IP14 6BL
Group 7 11 - 16 mixed comprehensive 300 pupils
Required for January 1984 a Second Master/Mistress.
The successful candidate will be expected to take a full part in policy-making within the Senior Management of the school and to help with day-to-day matters as they arise. Specific duties will include the administration of external examinations, the development of a scheme of recording and assessment of pupils, the supervision of buildings and amenities and responsibility to the Head for boys' discipline.
Further details and application forms obtainable from the Headteacher at the school (s.a.e.), to whom completed applications should be returned, together with a supporting letter and curriculum vitae by 30th September, 1983. (18623) 130012

WAKEFIELD
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL

PONTEFRACT CARLETON HIGH (11 - 18) SCHOOL
MIXED COMPREHENSIVE

Required for January 1984, a DEPUTY HEADTEACHER, Group 10. Candidates are sought who have experience and interest in curriculum organisation and development and who are familiar with the administration of public examinations. The successful candidate will also be expected to give assistance with girls pastoral welfare.

Application forms available, (on receipt of a s.a.e.) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement.

Unless applicants receive notification within 6 weeks of the specified closing date would they please assume they have been unsuccessful. In the interests of economy individual letters will not be sent. (51439) 130012

Remedial Posts

Heads of Department

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

WODENSBOROUGH HIGH SCHOOL

(11 - 16 Comprehensive)

Required for January 1984, Head of Remedial Dept. - Scale 3

Application forms and further details available from and returnable to Head Teacher, Hydes Road, Wednesbury, West Midlands.

Closing date 30th September 1983.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (51616) 131018

WILTSHIRE

OAKFIELD SCHOOL
Marlowe Avenue, Walcot, Swindon SN3 3HW

Headmaster: Mrs. A.M. Hudspeth, B.A.

HEAD OF REMEDIAL DEPARTMENT - Scale 4

11 - 16 years - N.O.R. 1434

Oakfield School opened in 1.9.83 as a result of the amalgamation of three Secondary Schools on Reorganisation.

Required January 1984. A well qualified, experienced teacher is sought to take charge of a developing Remedial Department with six full time members of staff. The Department has its own Block and its method of organisation is of a flexible nature.

Further details from (S.A.E. please) and letters of application with c.v. and names of addresses of two referees to the Headmaster at the school. (51972) 131018

Scale 2 Posts and above

BOLTON

METROPOLITAN BOROUGH
SMITHILLS SCHOOL
Smithills Dean Road, Bolton BL1 6JS
REMEDIAL SCALE 2
Experienced teacher in charge required from 1.1.84 to lead a team of three within Faculty of Special Needs Support.
Application forms obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 28th September 1983. (16013) 131020

HAMPSHIRE

SOUTH EAST HANTS AREA
CROOKHORN SCHOOL
Stakes Hill Road, Purbrook, Portsmouth, Hants.
(12 - 16 mixed comprehensive - 825 on roll)
Required January 1984. Co-ordinator of children with learning difficulties. Scale 3. Closing date 1st October, 1983.
Apply to Headteacher, enclosing curriculum vitae and s.a.e. for further details and application form. (51815) 131020

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES

CHRIST'S SCHOOL
Queen's Road, Richmond, Surrey

(11 - 16 mixed comprehensive)

A six form entry voluntary aided school for Anglicans and Roman Catholics.

HEAD OF DEPARTMENT FOR SPECIAL NEEDS, SCALE 3

Required for January 1984, a suitably qualified and experienced teacher to head a department involved in identifying children with special needs and in devising appropriate programmes of work for these children throughout the school. It is expected that there will be some change in the light of the 1981 Education Act and co-ordination with other departments and in-service training will be important elements. Candidates should preferably be practising Christians.

Application form and further details available from the Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB (s.a.e. please) and returnable to the Headmistress, Miss J.M. Shelmerdine B.Sc., at the school by 30th September 1983. (18640) 131020

SUFFOLK
COUNTY COUNCIL

NACTON HEATH HIGH SCHOOL
Nacton Road, Ipswich IP3 9PZ

11 - 16 Mixed Comprehensive Roll 1260

TEACHER as SECOND IN DEPARTMENT OF SPECIAL NEEDS, Scale 2, required January, 1984. An enthusiastic and capable teacher is sought to assist the Head of Department and to organise work to meet the needs of slow-learning children. Closing date 2 weeks from appearance. (17963) 131020

Scale 1 Posts

SURREY

EDUCATION COMMITTEE
THE MEADS SCHOOL
Addlestone
(12 - 16)
REMEDIAL Scale 1 enthusiastic and experienced teacher required January 1984. To teach basic subjects including MATHEMATICS and ENGLISH. To work with slow learners in successful department.
Contact Area Education Office, Tel: Woking 4311. (51977) 131022

Required for 1st January, 1984

FELTHAM SCHOOL
Browell's Lane, Feltham, Middlesex TW13 7EQ
Tel: 01-890 0167
(Roll: 1,350; Sixth form: 175)
Headteacher: Paul M. Grant, BSc Dip.Ed

DEPUTY HEAD
(Senior Master/Mistress)
Group 12

Applications are invited from academically well qualified teachers to join the Senior Management Team. The school is currently being developed through a very large ambitious building programme to create a new purpose-built single site Comprehensive School, including extensive Community provision within an integrated management structure. First phase of new buildings opened September 1983. Excellent opportunities exist to gain wide experience in senior management.

London Allowance: £645 p.a.

Further details and application forms are available from the Headteacher to whom they should be returned by 3rd October.

We are an equal opportunity employer.

London Borough of Richmond Upon Thames
Orleans Park School, Richmond Road, Twickenham, Middlesex TW1 3BB (01-891 0187)
Headteacher: Garth Freeman, M.A.

Required Two Group 10 Deputy Heads
(salary inclusive of Outer London Allowance of £645 p.a.)

Applications are invited from suitably qualified and experienced teachers for two posts as deputy heads (one designated for Burnham purposes as second master/mistress) who are required from January 1984 at this 6 f.e. 11–16 co-educational comprehensive school. The successful candidates will form a senior management team with the headmaster and another (first) deputy.

Because two appointments are being made together it will be possible to take a wide variety of qualifications and experience into account. All candidates will be expected to have proven ability at a senior level of responsibility.

Application forms and further details available from the Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB (enclosing SAE), and returnable to the Headteacher at the school by Monday, 26 September, 1983.

St. Joseph's RC High School
Sontley Road, Wrexham (265209)
(11–16, mixed comprehensive, 460 pupils)
Head – J. M. Thompson, MA, BSc

SECOND DEPUTY – Group 8

Required for January 1984.

A suitably qualified teacher with energy and enthusiasm is sought for this post. The successful applicant as a member of the school management team will be expected to play a major role in the running of the school and will have responsibility for staff liaison and day to day administration, as well as boys' discipline. There will be a substantial teaching commitment. Other specific responsibilities will depend upon the strengths and interests of the person appointed.

Further information and an application form (foolscap sae) may be obtained from the Clerk to Governors at the school, to whom it should be returned by 30th September.

JOHN HOWARD DAVIES
Director of Education
Shire Hall
Mold
7.9.83

CLWYD COUNTY COUNCIL

SECONDARY SCHOOLS

DEPUTY HEADSHIP

HABERDASHERS' ASKE'S HATCHAM (SG)
Jerningham Road, New Cross, SE14
Tel: 01-639 2777
Roll: 630
Headmistress: Miss D. K. Showan
Required from January, 1984, a Second Deputy Head, group 10 to share in the pastoral and academic administration of the school as a full member of the senior team. This is a newly created position and specific responsibilities will be worked out when the appointment is made.

ART

HURLINGHAM AND CHELSEA (SM)
Peterborough Road, SW6 3ED
Tel: 01-731 2581
Roll: 1000
Headteacher Ruth Clarke
Required from January 1984 or asap 2 i/c Art (Scale 3).

BUSINESS STUDIES

Heads of Department

BACON'S CE (SM)
Delaford Road, SE16 3BF
Tel: 01-237 5243
Roll 900
Required from January 1984, Head of Business Studies. Scale 3. Commerce. Office Practice with Typing to CSE: Economics to O level are taught in the Senior School with RSA I Diploma in Secretarial Studies in the Sixth Year. A word processing course, using 380/480Z micros, is already established and an interest in this would be a recommendation.
Apply by letter c/o Head Teacher, sending cv and names of two referees.

ST PHILIP HOWARD RC (SM)
Upper North Street, Poplar E14
Tel: 01-987 7028
Roll: 460
Required from January 1984 or asap. Head of Commercial Studies Dept. Scale 3, an enthusiastic teacher, experienced in preparing students to O level; CSE; RSA and City & Guilds standards. Application forms from the School Secretary and should be returned to the Clerk to the Governors. Re-advertisement.

Post of Responsibility

KIDBROOKE (SM)
Corelli Road, SE3 8EP
Tel: 01-856 2211
Roll: 1570
Acting Head: D. Brand
Required from January 1984. Deputy Head of Business Studies Scale 2, to join a team of experienced teachers in a well equipped and expanding department.

Scale 1 Post

BACON'S
Delaford Road, SE16 3BF
Tel: 01-237 5243
Roll: 900
Required from January 1984, a teacher of Business Studies, Commerce, Office Practice with Typing to CSE: Economics to O Level are taught in the Senior School with RSA I Diploma in Secretarial Studies in the Sixth Year. A word processing course, using 380/480Z micros, is already established and an interest in this would be a recommendation.
Apply by letter c/o Head Teacher, sending cv and names of two referees.

CAREERS

HENRY THORNTON (SB)
45 South Side, Clapham Common SW4 9ES
Tel: 01-622 2281
Roll: 500
Headmaster: A. H. Humphreys
Required asap Academic and Careers Adviser (Scale 4). Will be responsible for careers education, careers counselling, option choices throughout the school and administration of internal and external examinations. A careers teacher, Heads of Year and Heads of Department assist in this process and the person appointed will liaise with senior staff and advise on curriculum development.
Links with the local careers office and employers are well established. An interest in teaching commercial subjects would be an advantage.

DESIGN AND TECHNOLOGY

SYDENHAM (SG)
Dartmouth Road, SE26 4RD
Tel: 01-699 6731
Roll: 1500
Headmistress: Mrs Y. B. Zackerwich
Required asap Craft, Design & Technology Teacher. Scale 3. A keen, enthusiastic teacher to establish this new subject. A well appointed Work-shop and a Drawing Office now provide the opportunity to include D & T in the curriculum. This challenge will probably suit a young, up-to-date teacher.

DRAMA

Heads of Department

BACON'S CE (SM)
Delaford Road, SE16 3BF
Tel: 01-237 5243
Roll: 900
Required from January 1984, a Head of Drama. Scale 2. Drama is taught throughout the school up to CSE Level.
Apply by letter c/o Acting Head Teacher, sending cv and names and addresses of two referees.

NORTH WESTMINSTER COMMUNITY (SM)
North Wharf Road, W2
Tel: 01-262 8000
Roll: 1450
Headmaster: Michael Marland
Required from January, 1984 Head of Drama (Scale 3) to join Heads of Music and Dance in Performing Arts Dept; will also be tutor. Experience and ability to work in large team desired; leading curricular and extra-curricular work. Courses leading to CSE, O and A level. New Performing Arts suite now being built will include a theatre, dance/music studios, sound and lighting rooms. Visits essential: please phone for appointment.

GEOGRAPHY

Head of Department

HURLINGHAM AND CHELSEA (SM)
Peterborough Road, Fulham SW6 3ED
Tel: 01-731 2581
Roll: 1000
Headteacher: Ruth Clarke
Required from January 1984 or asap. Head of Geography department (Scale 3)

Part-time Post

ST THOMAS MORE RC (SM)
Footscray Road, Eltham SE9
Tel 01-850 6700
Roll 550
Headmaster: P A Heron
Required from 31 October 1983 Part-time (O.3). Geography teacher for 1½ terms (Monday am & pm, Tuesday am, Thursday am). Art as a subsidiary would be useful. Applications by letter to the Headmaster.

HOME ECONOMICS

Heads of Department

DICK SHEPPARD (SM)
Tulse Hill SW2
Tel: 01-674 9421
Roll: 1000
Headmistress. Mrs M. B. Broadley
Required from January 1984 or asap thereafter. Head of Home Economics Department, Scale 4. A well qualified and experienced teacher is required to take charge of a lively, progressive and well organised Department.
Five staff share the teaching of Home Economics, Child Development and Textiles to O level, CSE, NAMCW and City & Guilds' levels.
This challenging post requires an innovative approach to current trends within the subject areas, combined with sound organizational skills.

LILIAN BAYLIS (SM)
Lollard Street, SE11 6PY
Tel: 01-735 3105
Roll: 1000+
Headmistress: Mrs Hazel Hardy
Required asap, Head of Home Economics, Scale 4. A dynamic and experienced Home Economist is required with a working knowledge of Food Studies, Textiles and Child Development courses. It is essential that the successful candidate has the skill, expertise, tact and diplomacy to lead the department into an amalgamation in new departmental accommodation in which boys and girls will be taught together for the first time. This is a key post in an emergent school.

Post of Responsibility

CLAPTON (SG)
Laura Place, Lower Clapton Road
Clapton, E5 0RB
Tel: 01-985 6641
Roll: 960
Headmistress: Mrs P. M. Williams
Required asap, Deputy Head of Home Economics. Scale 2. Courses lead to O level and CSE in Home Economics, CSE in Child Development, with involvement in package courses for less able pupils in years 4–7.
The successful candidate would assume responsibility for one major element of the department according to special interest.

Part-time Post

ST PHILIP HOWARD RC (SM)
Upper North St, Poplar E14
Roll: 460
Required asap, an interested and experienced part-time (0.5) teacher (Tuesday am, Wednesday, Friday) of Textiles and Home Economics. The subjects are taught throughout the school to O level and CSE.

MATHEMATICS

Head of Department

SYDENHAM (SG)
Dartmouth Road, SE26 4RD
Tel: 01-699 6731
Roll: 1500
Headmistress: Mrs Y. B. Zackerwich
Required asap, Head of Mathematics, Scale 4. A well qualified experienced and inspiring leader is sought for a team of young and enthusiastic mathematicians. There is good opportunity for new developments in this subject which is offered at CSE, O and A level. All pupils study Mathematics up to the end of the 5th year, the less able following an interesting and realistic CSE (Mode 2) syllabus.

Post of Responsibility

ST RICHARD OF CHICHESTER RC (SM)
Royal College Street, NW1
Tel: 01-485 4593
Roll: 900
Headmaster: John Morley
Required from January, 1984. A well qualified and experienced teacher for Deputy Head of Mathematics/Head of Computer Studies/Scale 3. Mathematics is taught up to A level GCE. The successful candidate will also be responsible for developing computer studies in the school. At present it is taught up to O level GCE standard. The school has a network system.

STEPNEY GREEN (SB)
Ben Jonson Road, E1 4SD
Tel: 01-790 6361
Roll: 990
Headmaster: J. Taylor
Required asap, Two teachers of Mathematics at Scale 2. Ability to teach computer studies a distinct advantage. Large well equipped computer centre with 14 outlets.

MODERN LANGUAGES

Head of Department

WILLIAM PENN (SB)
Red Post Hill, SE24 9JH
Tel: 01-737 2336
Roll: 950
Headmaster: R. Richardson
Required from January 1984. Head of Modern Languages (Scale 4). A suitably experienced and qualified teacher of French is required to lead a committed and energetic department. French is taught to all pupils in years one to three, following the "Eclair" course in the first two years. French is offered as an option in the Senior School and may be followed to a variety of examination levels.

ilea

Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£987 p.a.) is made in addition to the appropriate Burnham salary scale.
Unless shown differently, the closing date for applications is 14 days from publication.
All secondary schools in the ILEA area are organised along comprehensive lines.
ILEA is an equal opportunities employer.

Post of Responsibility

Required asap, Scale 2 Teacher of Arabic. This unattached post will be based within the newly established Faculty of Language and Humanities at Holland Park School but the teacher appointed will be responsible for the teaching of Arabic as a mother tongue at other primary schools within Division 1 (Hammersmith & Fulham, Kensington & Chelsea) also, where it will be important to develop a fully multicultural curriculum.
Application forms available from: Education Officer, EO/TS1, Room 70, County Hall, SE1 7PB.

Scale 1 Post

SYDENHAM (SG)
Dartmouth Road, SE26 4RD
Tel: 01-699 6731
Roll: 1500
Headmistress: Mrs Y. B. Zackerwich
Required from January 1984, or sooner if possible. Modern Languages teacher. Scale 1. An experienced teacher of French and Spanish able to teach to examination level. Both subjects are well established in the school and pupils are prepared for CSE, O and A level.

MUSIC

GEOFFREY CHAUCER (SM)
Harper Road, SE1
Tel: 01-407 6877
Roll: 800
Headmaster: M. F. B. Read
Required from 3 October, 1983. Part-time (O.3) teacher of class music. Emphasis on practical music making. Good stock of classroom and band instruments, steel band.
An interest in extra-curricular group work and/or multi cultural developments would be an advantage.

PHYSICAL EDUCATION

HATCHAM WOOD (SM)
Wallbutton Road, Brockley, SE4 2NY
Tel: 01-732 2122
Roll: 800
Headmaster: G. F. Clarke
Required asap. 2nd i/c of Physical Education Faculty, Scale 3. The successful candidate will take responsibility for the development of boys PE and Games in a successful and dedicated faculty.
Closing date for applications — ten days following the appearance of this advertisement.

RELIGIOUS EDUCATION

KIDBROOKE (SM)
Corelli Road, SE3 8EP
Tel: 01-856 2211
Roll: 1570
Acting Head: D. Brand
Required from January 1984 or asap after that; Head of RE, Scale 3. The subject is taught in CSE, O and A level standard.

SCIENCE

Scale 1 Post

WOOLWICH POLYTECHNIC (SB)
Sandy Hill Road, Plumstead SE18 7BB
Tel: 01-854 1114
Roll: 1000
Headmaster: V. B. Bowen-West
Required asap. Teacher of Chemistry (Scale 1), to join a successful department which offers courses to all levels including A level.

Part-time Post

GEOFFREY CHAUCER (SM)
Harper Road, SE1
Tel: 01-407 6877
Roll: 800
Headmaster: M. F. B. Read
Required asap (O.5) Science Teacher, mostly Lower School work (Monday afternoons, all day Tuesdays and Wednesdays).

SOCIAL SCIENCE

KIDBROOKE (SM)
Corelli Road, SE3 8EP
Tel: 01-856 2211
Roll: 1570
Acting Head: D. Brand
Required from January 1984 Head of Social Science Scale 4. Social Science is well established in the school and taught from 2nd year Social Science to A level Sociology. The department has a progressive and committed approach to the development of the subject area as well as playing a major role in the formation of school policy.

SPECIAL NEEDS

Scale 1 Post

WOOLWICH POLYTECHNIC (SB)
Sandy Hill Road, Plumstead, SE18 7BB
Tel: 01-854 1114
Roll: 1000
Headmaster: V. B. Bowen-West
Required asap. Teacher for Special Needs (Scale 1), for one term only, to join strong department.

Part-time Post

GEOFFREY CHAUCER (SM)
Harper Road, SE1
Tel: 01-407 6877
Roll: 800
Headmaster: M. F. B. Read
Required asap (O.5) Remedial English teacher in the lower school to work on Tuesdays, Thursdays and Friday mornings and one other half day.
Please contact the school directly to organise an early visit to discuss working methods and materials in remedial support work.

OTHER

Pastoral Posts

WOOLWICH POLYTECHNIC (SB)
Sandy Hill Road,
Plumstead SE18 7BB
Tel: 01-854 114
Roll: 1000
Headmaster: V B. Bowen-West
Required from January 1984. Head of Year (Scale 4) required to join a united and vigorous team of 5 other Heads of Year. An experienced and enthusiastic teacher is sought whose responsibilities will include the discipline academic progress and general welfare of 180 boys.

WILLIAM PENN (SB)
Red Post Hill, SE24 9JH
Tel. 01-737 2336
Roll: 950
Headmaster: R. Richardson
Required from January 1984, an experienced and energetic teacher as Head of Year (Scale 4) to join team of six, able to lead form teachers in their pastoral care, liaise with parents and external agencies and be concerned to promote the social and academic development of boys.

Post of Responsibility

HACKNEY SECONDARY SCHOOLS SUPPORT CENTRE
4 Homerton Terrace, Hackney, E9
Tel: 01-986 9277
Required asap. teacher (Scale 3) to be a member of a team of teachers who work with 4th and 5th year pupils both in an attractive, self-contained centre, and peripatetically in the feeder secondary schools.
The successful applicant will be required to spend the major part of the working week in the schools, but the centre-based work is of equal importance. The ability to teach History, or Geography, or Science, or a physical skill would be an advantage. The person sought should be experienced in dealing with difficult adolescents and have skills in individual and group work as well as being able to fit into a closely knit team.

PRIMARY SCHOOLS

HEADSHIPS

ST LUKE'S KILBURN, CE (JM&I)
Fernhead Road, W9 3EJ
Tel: 01-969 0236
The governors are seeking an experienced primary practitioner who is also a committed Christian to be head of this EPA school as soon as possible. Roll 150, Burnham Group 4 plus £201/276 social priority allowance. Application form and further details from the Correspondent, Miss M. Moses, c/o the school. Closing date for the return of completed application forms 30 September.

WYBORN (JM)
Ivor Grove, Footscray Road
New Eltham, SE9 2AJ
Applications are invited from suitably qualified and experienced teachers for the headship of the above school which is vacant now, Roll 256. Burnham group 5. Please send foolscap sae for application form and further details to Education Officer, EO/TSD10, County Hall, SE1 7PB. Closing date for the return of completed application forms 30 September.

DEPUTY HEADSHIPS

ENGLISH MARTYRS RC (JM&I)
St Marks Street, E1 8DJ
Tel: 01-709 0182
Roll: 145 (inc. 30 in NC)
Headmaster: B. Fitzgerald
Required from January 1984. Suitably qualified and experienced practising Roman Catholic teacher, for the post of Deputy Head.
Application forms and further particulars can be obtained from the Headmaster and should be returned to Rev. P. Coady OMI, 30 Prescot St, London E1 8BB. Closing date 23 September 1983. Please give name and address of your Parish Priest for reference purposes.

ST BARNABAS CE (JM&I)
St Barnabas Street, Pimlico, SW1W 8PF
Tel: 01-730 0159
Roll: 130
Headmistress: Rita Ford
Required from January 1984. Deputy Head to help organise curriculum development and lead hard-working young staff in multi-cultural community school. C of E communicant preferred. Application forms from Rev. O. Holdt, Clergy House, St Barnabas St, Pimlico, SW1.

ST JOHN'S HIGHBURY VALE CE (JM&I)
Conewood Street, Blackstock Road, N5
Roll: 200
Headmistress: Miss J. Sagar
Required asap. Deputy Head (Group 4). Candidate should have had experience throughout the Primary age range and be in sympathy with the aims and ethos of a C of E school. Candidates will be expected to participate in all aspects of the curriculum and readily encouraged to enhance his/her professional development. Re-advertisement. Previous applicants will be reconsidered automatically.

ST JOSEPH'S RC (JM&I)
Putney Bridge Road, SW18 1HH
Tel. 01-874 1868
Roll: 200
Headmaster: S. F. Knowell
Required from January, 1984, Deputy Head (Group 5). Versatile and suitably experienced practising Catholic teacher. Please telephone for further details and to arrange visit.

Posts of Responsibility

MIDDLE PARK (JM)
Middle Park Avenue, Eltham, SE9 5RX
Tel. 01-850 4001
Roll: 290 plus
Headmaster: D. H. Williams
Required asap, Scale 2 class teacher to develop music throughout the school. Visits to the school essential.

REDLANDS (JM&I (NC))
Redmans Road, Stepney, E1 3AQ
Tel 01-790 4514
Roll 290
Headmistress. Ann Mason
Required asap, Scale 2 teacher of Bengali. Applicants must be recognised by the DES as qualified teachers and have experience of co-operative teaching and bi-lingual primary work. They should also hold a firmly child-orientated view of education.
This unattached post is based at a growing East End school where mother tongue teaching is already an established part of the curriculum and interested candidates are advised to contact the Head for further information. Application forms available from: Education Officer, EO/TS1, Room 70, County Hall, SE1 7PB.

SERVITE RC (JM&I)
252 Fulham Road, SW10 9NA
Tel: 01-352 2588
Roll: 174
Required from January 1984. Scale 2 teacher for Curriculum Development with Responsibility for a Resource based library. Applicants should be practising Catholics and should preferably have the Catholics Teachers' Religious Certificate.

SPECIAL NEEDS SUPPORT TEACHER (PRIMARY)
DIVISION 8 SOUTHWARK
(POST 364)
Permanent – salary Burnham equivalent Scale 4.
Applications are invited from experienced teachers who have worked successfully with children with learning and behavioural difficulties and other special educational needs and who have the professional and personal qualities required to help other colleagues in primary schools, to identify special needs and to advise and support the development of programmes to meet those needs. The successful applicant will work to the Divisional Inspector of Special Education but operate within a unified authority-wide policy under the direction of the Senior Staff Inspector of Special Education.
Applicants will need to be familiar with current trends in curriculum development and organisation in primary schools. It is highly desirable that the applicants should have taken a course of extended study in the fields of learning and behavior difficulties. Application forms and further details are available from The Education Officer, EO/TS12/VAT364, Room 64, County Hall, SE1 7PB (Tel: 633 1305/6).

Scale 1 Post

MOTHER-TONGUE TEACHING
Required asap, Teacher of Bengali for primary schools in Division 3 (Islington) to work in a consortium of 4 or 5 schools, using one school as a base. Applicants must be recognised by the DES as qualified teachers. Primary school teaching is desirable and a Scale 2 post is available for a teaching candidate. The person appointed will be required to co-ordinate and develop the first stage in the division's plan for extending mother-tongue teaching. Application forms available from the EO/TS1, room 70, County Hall SE1 7PB.

Part-time Post

NORTHWOLD (JM)
Northwold Road, E5 8RN
Tel: 01-806 7492
Roll: 190
Acting Headmistress: Miss A. E. Jones
Required asap, two part-time teachers (O.5 FTE each). Music essential for one post.

NURSERY EDUCATION

HEADSHIP

KINTORE WAY (N)
Grange Road, SE1 3BW
Applications are invited from teachers, with training and experience in nursery education for the headship of this school which is vacant now. Roll 80 full-time and 80 part-time pupils. Burnham group 3.
Please send foolscap sae for application form and further details to Education Officer, EO/TS10, County Hall, SE1 7PB. Closing date for the return of completed application forms 30 September.

DEPUTY HEADSHIPS

RACHEL McMILLAN (N)
McMillan Street,
Deptford, SE8 3EH
Tel: 01-692 4041
Roll: 165 (ft 10 p/t)
Headmistress: Miss B. I. Grubb
Required asap. Deputy Head. Ability to work with enthusiastic and interested staff in challenging but rewarding situation. Strong belief in and active support for parent and community work necessary. Interest and acceptance of many visitors to school important. Ability to demonstrate and communicate good pre-school practice and to work as a senior member of staff essential. Please telephone to arrange a visit.

Post of Responsibility

NURSERY TEACHERS IN DAY NURSERIES – (SCALE 2)
A number of posts have been established for experienced nursery teachers, preferably with some day-care experience, to develop links between Borough Day nurseries and ILEA. A vacancy has arisen in the Borough of Camden.
Whilst attached to the staff of a local primary school or nursery school and under the general direction of the Head teacher, the teacher will be responsible for developing his/her own role within the Day Nursery in close consultation with the Nursery Inspectorate and the Officer-in-Charge.
Some flexibility in hours will be required to enable the teacher to meet the parents and establish contact with the day care staff. Such flexibility would be within the normal day nursery hours of 8am and 6pm but total hours would not exceed those normally worked in school. Normal school holidays would apply. Application forms and further details from EO/TS1, Room 70, County Hall, SE1 7PB. (Tel: 01-633 5128/3017).

SPECIAL EDUCATION

BOARDING SCHOOLS

SHAFTESBURY HOUSE (MAL)(B)
Barkway Road, Royston, Herts
Tel: 0763 42140
Roll: 40
Headmaster: Andrew J. Milne
Required asap. Teacher Scale 2(S) + an average of 15 hours additional duties per week for £1,962 per annum. Classroom teacher and coordinator of Physical Education and outdoor education. Special Education qualifications and experience in a residential setting desirable but not essential.
Three bedroomed accommodation at standard charge may be available.

DROMENAGH (PB) (MAL)
Sevenhills Road, Iver Heath
Bucks.
Tel: 0895 832484
Roll: 38
Headmaster: J. R. Ward
Required asap. Teacher (Scale 1 + SSA) for small group boys aged 6-10 with particular interest in one major area of curriculum. £1,962 pa for additional duties up to 15 hours per week.
Accommodation may be available at standard charge. Re-advertisement.

DAY SCHOOLS

Posts of Responsibility

ROSEMARY ESN (S)
75 Prebend Street, Islington, N1
Tel: 01-226 8223
Roll: 102
Headmistress: Mrs J. Lewis
Required asap Scale 3 (S) post based at Senior Dept., Sans Walk, London, EC1. Responsibility for the development of senior curriculum for 13-19 year old ESN(S) children.
Further information and application forms from the headmistress. (Please enclose S.A.E.)

QUEEN ELIZABETH JUBILEE (M) (ESN)
Kennet Road, W9
Tel: 01-960 7457
Roll: 90
Required asap. Scale 3 (S) teacher to co-ordinate curriculum throughout the school (class based).

OTHER APPOINTMENTS

UNIFIED LANGUAGE SERVICE
1. English Language Centre for Division 1 (Lewisham). Lewisham Bridge School, Elmira Street, London SE13. Teacher-in-charge (Scale 4) to take overall responsibility for this Centre, which caters for Junior and Secondary age children learning English as a second language, and to have a teaching and advisory role in the Division. The post is open to Primary and secondary teachers. Applicants must have teaching experience in primary or secondary schools, training and good experience in teaching English as a second language and some experience of administrative, advisory and in-service training work. (Re-advertisement).
2. English Language Centre for Division 10 (Wandsworth). Highview School, Plough Road, London SW11.
a Primary teacher, Scale 2 or 3
b Secondary teacher, Scale 2 or 3
to teach groups of children learning English as a second language at the Centre and in one or two schools in the Division. A scale 3 allowance is available to one of these teachers experienced enough to play a major role in developing the advisory and in-service work of the Centre and to act as second-in-charge. For both posts general teaching experience in schools and training in teaching English as a second language is required. For the scale 3 post substantial teaching experience in ESL and experience of in-service training or advisory work is also expected.
3. a Peripatetic primary teacher (Scale 1) for Division 8 (Southwark)
b. A vacancy may also occur shortly for a peripatetic primary teacher (Scale 2) for Division 5 (Tower Hamlets)
These teachers will work in two or three primary schools each with groups of children learning English as a second language. Applicants must have good primary teaching experience in primary schools and training in teaching English as a second language to children.
Application forms and further particulars for all the above posts are obtainable from EO/TS1, Room 70, County Hall, SE1.

SECONDARY REMEDIAL

continued

KNOWSLEY
PARKWAY COMPREHENSIVE SCHOOL
Stockbridge Lane, Huyton, Merseyside L36 6DE
(55 boys and girls, 11 - 18 years S.P.A. payable)
Required as soon as possible: SCALE I REMEDIAL teacher. Previous applicants will still be considered.
For application form send s.a.e. to the Acting Headteacher at the above address to whom completed forms should be returned within the next fourteen days.

KNOWSLEY PAGE MOSS COMPREHENSIVE SCHOOL
Western Avenue, Huyton, Merseyside L36 4PR
(920 boys and girls, 11 - 18 years)
Required as soon as possible: SCALE I REMEDIAL teacher.
For application form send s.a.e. to the Headteacher at the above address to whom completed forms should be returned within the next fourteen days. (51723) 131022

By Subject Classification

Arts and Design

Heads of Department

CHESHIRE
SANDBACH SCHOOL
Sandbach, Cheshire
REQUIRED for January 1984, HEAD OF ART DEPARTMENT (Scale 3).
Sandbach School is a boys' 11 - 18 comprehensive (n.o.r. 950). The school is independent but accepts only County boys.
Full details available from The Headmaster, Sandbach School, Crewe Road, Sandbach, Cheshire CW11 0NT (s.a.e. please). (17983) 131218

HEREFORD AND WORCESTER COUNTY COUNCIL
THE BISHOP OF HEREFORD'S BLUECOAT SCHOOL
Hampton Dene Road, Tupsley, Hereford HR1 1UU
(11 - 16 Voluntary Aided School, 1250 pupils)
HEAD OF DESIGN (SCALE 4)
Required for January, 1984, a lively and imaginative teacher for the post of Head of Design. The school has an integrated Design faculty including Art, Pottery, Needlecraft, Metalwork, Woodwork, C.D.T. and Technical Drawing. Applicants may come from any discipline, but there are currently vacancies in Art/Pottery and General Craft. The school is involved in the pilot scheme for the Technical and Vocational Education Initiative sponsored by the Manpower Services Commission. This is a Church of England school and the Governors wish to appoint a teacher who will be sympathetic to the Christian aims of the school.
Further details and application forms may be obtained from the Headmaster. (18868) 131218

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT CANTERBURY DIVISION
GEOFFREY CHAUCER SCHOOL
Spring Lane, Canterbury, Kent
HEAD OF DESIGN FACULTY SCALE 4
The Design Faculty embraces three departments, Art (3D and 3D), Technology, (Woodwork, Metalwork and Design Techology,) and Home Economics (Needlecraft and Home Economics). The Head of Faculty must be able to demonstrate successful and creative teaching in one of these and have an appreciation of the remainder.
Heads of Faculty also contribute to formulating school policy and candidates should there fore have wide experience.
The school is mixed, all-ability, with 1200 pupils and 200 in sixth form. Facilities for Design are excellent and all subjects are taught to C.S.E., 'O' and 'A' level.
Form of applicaton and further details can be obtained from the Headmaster. Ref. D/83/1 (S.A.E. please). (17144) 131218

SOMERSET
THE WEST SOMERSET SCHOOL
Minehead
HEAD OF ART SCALE 3
See Somerset composite. (18698) 131218

DORSET
HIGHCLIFFE COMPREHENSIVE SCHOOL
Parkside, Highcliffe, Christchurch
(11 - 16 Age Range)
Required January 1984, well qualified and experienced teacher of Art and Design with particular ability in Pottery, Ceramics and 3 dimensional art. Scale 1.
Further details and application forms from the Headmaster on receipt of s.a.e. (51960) 131222

DUDLEY METROPOLITAN BOROUGH
THE DORMSTON SCHOOL
Mill Bank, Sedgley, Dudley, West Midlands
(12 - 16 Co-ed. comp. Group 10: 720 on roll)
For January qualified TEACHER OF CRAFT, DESIGN & TECHNOLOGY. An integrated approach to teach Design to 'O' level an advantage.
Details/application forms (SAE please) from/returnable to Headmistress (Tel: Sedgley 2188). Closing date Wednesday, 28th September. (16020) 131222

Scale 2 Posts and above

BARNET
LONDON BOROUGH HASMONEAN SCHOOL
Holders Hill Road, Hendon, NW4
Tel: 01-203 1411
V.A. Boys Comprehensive. Roll 563. Sixth Form 130 (J.S.S.M.)
Required JANUARY, 1984, teacher of ART to 'O' and 'A' levels. Ability to assist in teaching Jewish Studies or supervising Games an advantage. Scale 2 available for suitable applicant.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.A. (51743) 131220

WEST SUSSEX
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley RH10 5AD
Scale 2 Art (Ceramics) Required January. Teacher of Ceramics within very well established Art Department, to teach mainly in Upper School (Mode 3 C.S.E. & O Level groups with some one year 6th). Responsible for Specialist Ceramic Courses throughout. Some general Art teaching required. Scale 2 available for a suitably experienced applicant.
Apply in first instance giving C.V. and names and addresses of two referees to Headmaster. (17162) 131220

DURHAM
COUNTY COUNCIL
PARK VIEW COMPREHENSIVE SCHOOL
Chester-le-Street
11 - 18 years
1300 on roll
ART - Salary Scale 1 - well qualified teacher required for January 1984 to share in the teaching of the subject up to 5th year level.
Stamped addressed envelope for application form and further details to Area Education Office, The Education Centre, Front Street, Stanley, Co. Durham.
Closing date for receipt of applications 30th September 1983. (18114) 131222

GLOUCESTERSHIRE
STROUD HIGH SCHOOL FOR GIRLS
Stroud
Required from 31st October for an indefinite period during maternity leave, a temporary teacher of Art with the ability to teach Study of Art Scale 1.
Apply to Headmistress. (51512) 131222

HAMPSHIRE
FERNHILL SCHOOL
Neville Duke Road, Farnborough
(Comprehensive Mixed 11 - 16)
N.O.R. 950
Required for January 1984 or earlier. Scale 1 post (Scale 2 available for suitably qualified candidate).
Teacher of Textiles and Art.
Closing date 30th September 1983.
Letter of application nominating two referees to Head Teacher with s.a.e. for details. (51885) 131222

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES AREA RADCLIFFE SCHOOL
Aylesbury Street, Wolverton, Milton Keynes MK12 5BT
(mixed comprehensive - approximately 1650 on roll)
Required for January 1984, an enthusiastic teacher with specialist skills in Ceramics and/or 3-dimensional work up to 'A' Level. Scale 1.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headmaster, D. Gilling M.A. LesL., giving full curriculum vitae and the names and addresses of two referees. For further details please enclose a stamped addressed envelope with your application. (18674) 131222

ISLE OF WIGHT
COUNTY COUNCIL
SANDOWN HIGH SCHOOL
The Fairway, Sandown, Isle of Wight PO36 9JH
Age range 13 - 18 years
1314 on roll
Required for September 1983 a PART-TIME (0.5) TEACHER OF ART, a specialist in ceramics, to teach the subject to G.C.E. 'O' and 'A' levels, C.S.E. and to be involved with the growing Design and Technology course.
Applications by letter to the Headteacher at the school as soon as possible. Please enclose names and addresses of two referees and full C.V. (51503) 131222

MERTON
LONDON BOROUGH OF MERTON
TAMWORTH MANOR HIGH SCHOOL
Wide Way, Mitcham, Surrey CR4 1BP
HEAD TEACHER: Mr. G.D.N. Giles, M.A.
TEL: 01-764 5112
AGE RANGE: 13 - 18 years
NO. ON ROLL: 740
Required as soon as possible, a Scale 1 part-time 0.3 temporary teacher for Pottery.
London Allowance £987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
CLOSING DATE: as soon as possible. (51626) 131222

SURREY
EDUCATION COMMITTEE
NUTFIELD PRIORY SCHOOL (HEARING IMPAIRED CHILDREN)
Redhill
Specialist ART teacher, required January 1984, or earlier if possible for this residential school for pupils aged 9 - 17 plus. Strong interest in POTTERY and PHOTOGRAPHY. Scale 1 plus Special Schools and London Fringe Allowances. Additional Duties Allowance £1,764 p.a. for average of 15 hours per week. Single accommodation available.
Application forms and further details from Head. Tel: Nutfield Ridge 2857. (51921) 131222

COVENTRY CITY COUNCIL

Assistant Teachers

required January 1984 at:

CALUDON CASTLE BOYS' COMPREHENSIVE SCHOOL, Axholme Road, CV2 5BD. Tel: 0203 444822. (1,250 on roll)
Owing to promotion two vacancies exist at Scale 1 for suitably qualified scientists:
a) PHYSICS to CSE, 'O' and possibly 'A' level. Ability to help with specialised projects, e.g. electronics, would be an advantage.
b) CHEMISTRY to 16+ and 'A' level in well equipped laboratories.
General Science will be taught in Lower School in both instances.

ERNESFORD GRANGE SCHOOL AND COMMUNITY COLLEGE, Princethorpe Way, CV3 2QD. Tel: 0203 453121. (Social Priority School, 1,265 on roll)
a) Experienced graduate to take HISTORY throughout school to 'A' level, within the Social Studies Faculty. Also to be responsible for the Social Studies element of City and Guilds Foundation Courses. Scale 2 for suitable applicant.
b) GIRLS' PHYSICAL EDUCATION Scale 1, to teach throughout the school with possibility of community work and in comprehensively equipped sports complex.

Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Head Teacher at the school concerned within ten days of appearance of advertisement. Enclose s.a.e. if acknowledgement required. Canvassing disqualifies.

an equal opportunity employer

Careers

Heads of Department

DERBYSHIRE
ILKESTON SCHOOL
King George Avenue, Ilkeston, Derbyshire DE7 5HS
Mixed comprehensive 11 - 18: 875 on roll: 125 in 6th Form
Required for January 1984 a HEAD OF CAREERS SCALE 3 to run a well-equipped and successful department.
Application forms and further details may be obtained from the Headmaster at the school S.A.E. Please.
DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (18108) 131418

Classics

Scale 2 Posts and above

CROYDON
THE OLD PALACE SCHOOL
Required for January 1984, an good Honours graduate to join a thriving department, and to share in the teaching of LATIN and GREEK to University entrance level, and JACT O & A level CLASSICAL CIVILISATION. This is a Scale 2 post for suitable candidate.
Please apply in writing with the names and addresses of two referees to the Headmistress, Old Palace School, Old Palace Rad, Croydon CR0 1AX. (17890) 131620

Scale 1 Posts

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
USWORTH SCHOOL
Heworth Road, Washington NE37 3NP
(Group 11)
Required for January, 1984:- Teacher of Latin/French (Scale 1). Graduate preferred. Sixth Form work available for suitably qualified applicant. This is a re-advertisement and previous applicants will be considered without re-applying.
Application forms obtainable from the headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to him by 30th September, 1983. (18950) 131622

Commercial Subjects

Heads of Department

BUCKINGHAMSHIRE
WYCOMBE AREA
CRESSEX SCHOOL
Holmer's Lane, High Wycombe HP12 4QA
Head: Mrs. M. H. Key, B.A.
Roll: 870 (12 - 17 mixed)
Required for January or earlier if possible, an experienced and well qualified teacher to take charge of the Business Studies Department in this mixed secondary modern school. This is a recently established and well equipped department in which Commerce and Office Practice are taught to C.S.E. and G.C.E. 'O' level and Typing for Pitman and R.S.A. examinations.
There is a growing one year Sixth Form in which B.E.C. General (school based but with a college link) is one of the courses available. This is a Scale 2 post at present but a higher scale could be available to an experienced, energetic and committed teacher able to contribute to other areas of the school.
Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment 2000) and incidental expenses of £150 payable in approved cases. Housing allowance pending, removal also payable in approved cases.
Letters of application giving full details of qualifications and experience together with the names of two referees to the Head by Monday, 3rd October 1983. (18942) 131818

ESSEX
THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich
Tel: Harwich 5272
(Roll 1500 Group 12 11 - 18 year olds)
HEAD OF BUSINESS AND COMPUTER STUDIES, Scale 3
Teacher required January to co-ordinate these subjects. Four classrooms within Maths area. Ability to teach Business skills initially.
Application forms and further details can be obtained from the Headteacher (foolscap s.a.e. please). (51407) 131818

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
WARLEY HIGH SCHOOL
(11 - 16 Comprehensive
Required for January 1984 Head of Commerce/Business Education Scale 2.
Application forms and further details available from and returnable to Head Teacher, Pound Road, Oldbury, Warley, West Midlands.
Closing date 30th September 1983.
Canvassing of members of the Authority will disqualify. An equal opportunity employer. (51613) 131818

STAFFORDSHIRE
EDUCATION COMMITTEE
FAIR OAK COMPREHENSVE SCHOOL
Penkridge Bank Road, Rugeley WS15 2UE
Required for January, 1984 HEAD OF COMMERCIAL SUBJECTS (Scale 2) at this 11 - 18 Comprehensive School. Fourth, fifth and some sixth form work available to C.S.E., R.S.A. and 16+ in typewriting and Commercial Studies.
Further particulars and application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (51701) 131818

Scale 2 Posts and above

ESSEX
MOULSHAM HIGH SCHOOL
Brian Close, Chelmsford
Tel: Chelmsford 260101
(Roll 1680)
TEACHER IN CHARGE OF COMMERCE, Scale 2
Required January 1984 for Commerce and Typewriting. The Department is well-equipped and forward-looking.
Letters of application and c.v. to the Headteacher, including names of two referees. Further details can be obtained from the school. (Foolscap s.a.e. please). (51406) 131820

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaldon Road, Edgware, Middlesex HA8 6AN
Tel: 01-952 1614
A teacher of BUSINESS STUDIES (SCALE 2) is required for September. Canons High School is a mixed comprehensive school of about 800 students aged 12 - 16.
Business Studies is taught within the Humanities Department. The subject is offered as an examination option in the final two years of the School and also contributes to a tutorial programme of Personal and Social Education in the first two years.
Further details and application forms may be obtained from the Headteacher, Marguerite Presman, and should be returned by Tuesday, 27th September. Informal preliminary visits are welcome and may be arranged by telephone. Outer London Allowance of £615 p.a. is payable. (18678) 131820

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
MINSTHORPE HIGH SCHOOL AND COMMUNITY COLLEGE
(1366 on roll) (Re-advertisement)
Required for January 1984 a Scale 2 TEACHER to take charge of COMMERCIAL SUBJECTS. Courses in typing, office practice, clerical duties and secretarial studies offered to C.S.E. and R.S.A. level and Vith Form course to R.S.A.
Application forms available (on receipt of a s.a.e.) from Chief Education Officer, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement.
Unless applicants receive notification within 6 weeks of the specified closing date, would they please assume they have been unsuccessful.
In the interests of economy individual letters will not be sent. (51455) 131820

Scale 1 Posts

BIRMINGHAM
EDUCATION DEPARTMENT
GREAT BARR SCHOOL
Aldridge Road, Birmingham B44 8NU
Tel: 360 3338
Scale 1 Teacher of Business Studies.
Applications to Headteacher. (51641) 131822

BRENT
LONDON BOROUGH OF BRENT
ALPERTON HIGH (MIXED) SCHOOL
Stanley Avenue, Wembley HA0 4JE
(Roll: 1304, 11 - 18)
Required as soon as possible TEACHER for BUSINESS STUDIES/ COMMECIAL SUBJECTS (Scale 1). An enthusiastic teacher to join an expanding Business Studies Department. Courses now taught include Pitman, RSA, C.S.E., 'O', 'A' plus City and Guilds and BEC. The present vacancy is mainly to teach Typing and Office Practice but the ability to offer Accounts, Commerce, Economics or Business Studies would be an advantage.
London Allowance of £987 per annum is payable. Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-cultural Education.
Application forms (sae) obtainable from the Head Teacher returnable within ten days. (51949) 131822

BROMLEY
LONDON BOROUGH OF BROMLEY
ROCK HILLS SCHOOL FOR GIRLS
William Booth Road, (off Anerley Road), Anerley, London SE20 8BE.
GROUP 9, ALL ABILITY 11 - 18+
REQUIRED AS SOON AS POSSIBLE. Teacher of Business Studies, Scale 1. The department offers a range of courses, including City and Guilds, R.S.A. and Pitmans, as well as 'A' level work. The work is largely with sixth formers (joint sixth with Kentwood School for Boys) and a candidate experienced in working with pupils of all abilities is sought. S.P.S. allowance payable.
Application forms available from the Headmistress at the school (foolscap s.a.e. please), to whom completed forms should be returned by 12th September 1983. (51800) 131822

BUCKINGHAMSHIRE
MILTON KEYNES AREA
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks.
(mixed comprehensive - approximately 1480 on roll)
Required as soon as possible, a temporary full-time teacher of typing and office related subjects. Scale 1. However, a part-time teacher or instructor would also be considered.
Ousedale School is situated on an attractive site, just outside the new city of Milton Keynes.
Apply by letter to the Headteacher, M. Cole B.A., giving full curriculum vitae and the names and addresses of two referees. (18978) 131822

DURHAM
COUNTY COUNCIL
TUDHOE GRANGE COMPREHENSIVE SCHOOL
Spennymoor
11 - 18 years
1000 on roll
COMMERCE
Salary scale 1
Well qualified teacher required for January 1984 to also teach Typing and English.
Stamped addressed envelope for application form and further details to Area Education Office, Kingsway, Bishop Auckland, Co. Durham.
Closing date for receipt of applications 30th September, 1983. (17180) 131822

ESSEX
THE BRAMSTON SCHOOL
Spinks Lane, Witham CM8 1EP
Tel: 0376 512811
(Roll 1270)
PART TIME TEACHER OF COMMERCE, Scale 1
For January 1984, qualified teacher required for expanding department. New facilities, BEC courses offered in 6th Form. Ability to teach keyboard skills essential. Closing date: 14 days from the appearance of this advertisement.
Application, by letter with c.v. please, to the Headteacher at the school (foolscap s.a.e. please). (51405) 131822

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
COOMBE GIRLS' SCHOOL
Clarence Avenue, New Malden, Surrey KT3 5TU
Tel: 01-942-5672
No on roll: 1010
Required as soon as possible a COMMERCIAL SKILLS TEACHER able to offer Pitman 2000 shorthand, typewriting, commerce and accounts. The successful applicant will form part of a thriving department preparing candidates for CSE/'O' Level, Pitman and RSA examinations. An interest in using word processing equipment will be an advantage.
Scale 1 post. London Allowance £645 p.a.
Application forms on request from the Headmistress of the school to be returned to her immediately. (51984) 131822

SECONDARY EDUCATION
continued

Computer Studies

Heads of Department

HILLINGDON
LONDON BOROUGH OF HILLINGDON

EVELYNS SCHOOL
Applatrue Avenue, Yiewsley, West Drayton UB7 8DA

(Number on roll - 865, 71 in Sixth Form)

Required for January 1984, Head of Computing, Scale 3.

The school is equipped with two Research 380Z's and eight TRS 80 LII machines, two printers and a card punch. The person appointed will be responsible for the existing C.S.E. and 'O' level courses in Computer Studies and will be required to introduce the 'A' level course. Additionally he/she will be required to help the Examinations Officer with the conduct of the entries to external examinations.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. Closing Date: 28 September 1983.

Outer London Allowance Payable. (18954) 132018

HOUNSLOW
LONGFORD SCHOOL
Tachbrook Road, Feltham TW14 9PC
(Group 12)
Tel: 01-890 0245
11 - 18 Mixed Comprehensive No. on roll: 1168 6th Form: 114
Headteacher: Mrs. Joyce M. Fogg M.A. (Hons.)
REQUIRED for January 1984 a Scale 2 teacher in COMPUTER STUDIES/Computer Awareness to extend an already developing provision in these subject areas.
Thriving 'O' and 'A' level provision already exists in the school and it is hoped from September 1984 to introduce a whole-school computer awareness programme.
A specialist qualified in the above subject areas is sought, preferably with computer literacy experience as well as experience in the presentation of examination candidates.
Application forms are available from the Head of the school and should be returned within 14 days of the appearance of this advertisement.
LONDON ALLOWANCE: £645 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (16042) 132018

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
Required for January 1984 or as soon as possible thereafter.
RHYMNEY VALLEY DISTRICT
COMPREHENSIVE SCHOOL
Bedwellty
Head of Computer Studies Department. Teacher qualified to teach computer studies to be responsible for the subject which is at present taught to 'O' level in forms 4 and 5 and which will develop to 'A' level in the sixth form from September 1984. The successful applicant will also be required to teach Mathematics in the junior forms but this commitment will reduce as computer studies develops. The successful applicant will also be expected to support the development of computing in all other areas of the curriculum. Scale 3.
Application forms to be returned by 28 September 1983, obtainable on receipt of a stamped addressed, foolscap envelope from the District Education Officer, District Education Office, Caerphilly Road, Ystrad Mynach, Hengoed CF8 7PT.
Canvassing will disqualify. K.S. Hopkins, Director of Education. (18046) 132018

SUTTON
LONDON BOROUGH OF SUTTON
SUTTON MANOR HIGH SCHOOL FOR BOYS
Manor Lane, Sutton, Surrey SM1 4AS
01-642 3881
Required in January 1984 a graduate to be HEAD OF THE COMPUTER DEPARTMENT and to teach Mathematics to Advanced Level. This is a selective school with 600 boys (120 in Sixth Form). The school has seven micro-computer systems.
Further details of the post are available from the Headteacher.
Salary: Scale 2 plus London Weighting £645.
Letter of application together with names and addresses of two referees and curriculum vitae, direct to the Headteacher at the school as soon as possible. (51973) 132018

Scale 2 Posts and above

ENFIELD
LONDON BOROUGH OF ENFIELD
EDMONTON COLLEGE OF FURTHER EDUCATION
Montagu Road, Edmonton N18 3LY
Applications are invited from suitably qualified and experienced persons for appointment to the following full time post: REF: C401 LECTURER II IN THE BUSINESS AND SECRETARIAL STUDIES DEPARTMENT.
For further information see under Colleges of Further Education other appointments. (17873) 132020

ENFIELD
LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
(Mixed 11 - 18 Comprehensive)
Roll 800
Required January 1984, teacher of COMPUTER STUDIES. Scale 2 post available for suitably qualified applicant.
London Allowance, £645. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (foolscap SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible. (51801) 132020

SUFFOLK
COUNTY COUNCIL
(Southern Area)
ADVISORY TEACHER FOR COMPUTER EDUCATION - SCALE 3
Applications are invited from well-qualified and enthusiastic experienced teachers for this new post, available from January 1984.
The person appointed will be able to make teachers aware of new developments and approaches in computer education throughout the full age and ability range.
He/she will be based in the Southern Area of Suffolk and will assist the County Adviser for Computer Education.
The post will be either for a three year period or in the case of Suffolk Teachers already in service, by secondment for three years from their present post.
Further details and application forms are available form the Area Education Officer, Southern Area Offices, Bond Street, Ipswich IP4 2JR on receipt of S.A.E. Completed forms should be returned by 23rd September. (18966) 132020

Economics

Heads of Department

ST. HELENS
PARR HIGH SCHOOL
Fleet Lane, St. Helens WA9 1ST

(11 - 18 years mixed Comprehensive: 1,139 on roll; 21 in Sixth form)

HEAD OF ECONOMICS

(SCALE 3)

Required for January 1984. The Department offers a full range of courses up to 'A' level.

Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (51789) 132218

Scale 2 Posts and above

MID GLAMORGAN
EDUCATION AUTHORITY
LLANDAFF DIOCESE
ST JOHN BAPTIST CHURCH IN WALES COMPREHENSIVE SCHOOL
Aberdare.
(Voluntary Aided: Coeducational: 11 to 18 years; Group 10).
Required for January, 1984: GRADUATE IN ECONOMICS to teach subject to 'A' level and assist with Mathematics. Scale 2 for experienced teacher.
Further particulars and application forms obtainable from the Honorary Clerk to the Governors, at the School, Glan Road, Aberdare, Mid Glamorgan CF44 8BW.
Closing date for applications: 28th September, 1983. (17166) 132220

Scale 1 Posts

LINCOLNSHIRE
ASSISTANT
KING'S VC DAY AND BOARDING SCHOOL
Grantham

Scale 1 - Roll 710 with 150 in Sixth Form

Required from spring term 1984 or as soon as possible thereafter an enthusiastic young teacher to develop Business Studies, Statistics and Accounts at 'O' and 'A' level. The school is undergoing an extensive modernisation programme and specialist teaching accommodation will be available. Good computer facilities exist and close contact with local industry is encouraged. Ability to assist in Games and outdoor pursuits would be an advantage. The school has its own centre in the Lake District.

Further particulars and forms from the Headmaster, The King's School, Brook Street, Grantham, Lincs. (s.a.f.e.). Closing date 30 September. (18628) 132222

WILTSHIRE
ST. JOHN'S SCHOOL
Orchard Road, Marlborough, Wiltshire SN8 4AX

11 - 18 Comprehensive (Mixed), N.O.R. 1300, Sixth Form 230

Headmaster: Mr. J.T. Price, M.A.

REQUIRED FOR JANUARY 1984, Scale 1 teacher to teach Economics to A level, Sociology to O level and other Social Science courses. An interest in Careers Education would be an advantage.

Letters of application to the Headmaster giving relevant experience, C.V. and names of two referees. Further details and application form S.A.E please.

CLOSING DATE: 23rd September 1983. (51461) 132222

English

Heads of Department

BARNET
(LONDON BOROUGH)
ST. MICHAEL'S RC GRAMMAR SCHOOL
Nether Street, North Finchley, N12
3 fe Grammar School for girls - 630 on roll - 155 in sixth form
HEAD OF ENGLISH DEPARTMENT - Scale 4.
Required in January 1984 an experienced graduate to head a team of five specialist teachers. English is taken at O-, A-, S- and Oxbridge entrance levels. More than 80 pupils study the subject in the sixth form. We seek a teacher who will bring both enthusiasm and inspiration to the post and who will make a major contribution to the development of the academic and/or pastoral life of the school. A practising Catholic is preferred.
Apply by letter, enclosing a stamped addressed envelope for application form, to the Headmistress. (51564) 132418

BERKSHIRE
EASTHAMPSTEAD PARK SCHOOL
Easthampstead Park, Wokingham RG11 3DF
N.O.R. 1600
Required for January 1984, ASSISTANT HEAD OF ENGLISH (Scale 3), with special responsibility for the Lower School. The person appointed will join the senior management team of a large and successful department.
Application forms and further information from the Principal (SAE). Closing date October 3rd, 1983.
Berkshire County Council is an equal opportunity employer. (18946) 132418

BRENT
(LONDON BOROUGH OF BRENT)
ALPERTON HIGH (MIXED) SCHOOL
Stanley Avenue, Wembley HA0 4JE
(Roll: 1304, 11 - 18)
Required from January HEAD OF ENGLISH DEPARTMENT (Scale 4). A dynamic and imaginative graduate teacher to lead a large English Department committed to mixed ability teaching, and to course work based examination courses (CSE Mode 3, JMB 'O' Level and CEE Mode 3). Pupils are also entered for London 'O' and 'A' level examinations. The Department is particularly concerned with implementing the School policies on the multi-cultural curriculum and equal opportunities.
London Allowance of £987 per annum is payable.
Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head Teacher returnable within ten days. (17975) 132418

BIRMINGHAM
EDUCATION DEPARTMENT
SWANSHURST SCHOOL
Brook Lane, Birmingham B13 0TW

Tel. 021 443 3541

(Total Roll 1700)

Head of English Scale 4. 'A' 'O' and C.S.E. Courses well established. English is a major department and a candidate is sought who can offer sound leadership to a team of twelve full-time teachers and an overall view of the development of the subject across the 11 - 18 age range. Mixed sixth form of 350 plus.

Applications to the Headmistress as soon as possible. (51642) 132418

HAVERING
LONDON BOROUGH OF HAVERING
ST. EDWARDS SCHOOL
London Road, Romford RM7 9NX
(Roll 1020 Mixed: 135 Sixth Form)
Aided Church of England Comprehensive
Tel: Romford 42809
Headteacher: J.R. Gwinnel M.A. (Oxon)
HEAD OF ENGLISH, SCALE 4
Required for January 1984. A rewarding opportunity for an experienced, inspiring teacher to lead a departmental team in new and adventurous curricular developments. To build new contacts with other departments; to develop language across the curriculum and departmental in-service training will be important as would support for extra curricular activities. Interest in mixed ability teaching welcome.
Assistance may be provided with removal expenses.
Letters of application with curriculum vitae and names of two referees should be sent to the Headteacher within two weeks of the appearance of this advertisment. (51835) 132418

CAMBRIDGESHIRE
ST. JOHN FISHER R.C. VOLUNTARY AIDED SCHOOL
(11 - 18 Comprehensive)
Park Lane, Peterborough PE1 5JN
Tel: Peterborough 43646
Head Teacher: Mr. C. Dodds, M.Ed.
READVERTISEMENT.
PREVIOUS APPLICANTS NEED NOT REAPPLY
GROUP 8
REQUIRED FOR JANUARY, 1984:-
Well qualified and experienced teacher as Head of English Department (Scale 4) to organise the teaching of English throughout the school.
Possible housing assistance.
Further details and an application form available from the Head Teacher at the above address (s.a.e. first class). Closing date 30th September. (16022) 132418

DYFED
COUNTY COUNCIL
CYNGOR SIR DYFED
ST. JOHN LLOYD R.C. COMPREHENSIVE SCHOOL
Havard Road, Llanelli
(11 - 16) (Group 7)
REQUIRED AS SOON AS POSSIBLE. HEAD OF ENGLISH DEPARTMENT (SCALE 3).
An Honours Graduate to organise the teaching of English throughout the school to 'O' and 'C.S.E.' Levels. An interest in Drama would be an advantage.
Application forms and further details available from the Headteacher on receipt of a stamped addressed envelope to whom applications should be returned by 29th September, 1983.
W.J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen SA31 2NH. (51807) 132418

Lancashire County Council

Unless otherwise stated, the following are required for 1st January 1984 and the closing date is 29th September 1983.

SECONDARY SCHOOLS
Forms/further details from/to Headteacher at the school. SAE please.

Re-advertisement
PRESTON WILLIAM TEMPLE C.E. (AIDED)
St. Vincent's Road, Fulwood, Preston (Roll 745)
Headteacher — Group 10
Forms/Further details for this post only from/to Rev. E. J. Burns, Christ Church Vicarage, 6 Watling Street Road, Fulwood, Preston.

PRESTON RIBBLETON HALL HIGH
Ribbleton Hall Drive, Preston (Roll 995)
Scale 4 — Head of Mathematics

ROSSENDALE ALL SAINTS R.C. HIGH
Haslingden Road, Rawtenstall, Rossendale (Roll 610)
Scale 4 — Head of Mathematics

BLACKPOOL ST. MARY'S R.C. HIGH
St. Walburga's Road, Blackpool (Roll 1557. Mixed 11-18 including 280 in 6th Form)
Scale 3 — Head of Computer Studies

PRESTON NORTHLANDS HIGH
Moor Park Avenue, Preston (Roll 530)
Scale 3 — Head of Mathematics — Ability to teach Computer Studies

Re-advertisement
PRESTON PARKLANDS HIGH
Moor Park Avenue, Preston (Roll 535)
Scale 3 — Mathematics — 2nd in Department with Responsibility for Head of Computer Studies

COLNE PRIMET HIGH
Dent Street, Colne (Roll 850. Mixed 11-16 Comprehensive)
Scale 3 — Maths

Re-advertisement
LANCASTER OUR LADY'S R.C. HIGH
Morecambe Road, Lancaster (Roll 1030, Mixed 11-18)
1st January 1984, or as soon as possible.
Scale 2 — English (Third in Department)

BLACKPOOL ST. MARY'S R.C. HIGH
St. Walburga's Road, Blackpool (Roll 1557. Mixed 11-18 including 280 in 6th Form)
Scale 2 — Physics

PRESTON PARKLANDS HIGH
Moor Park Avenue, Preston (Roll 535)
Scale 2 — Biology

CHORLEY ALBANY HIGH
Bolton Road, Chorley (Roll 1010. Mixed 11-16)
TWO POSTS
1. Scale 2 — Second in Art department. Ceramics Specialist preferred
2. Scale 2 — Head of Commercial Studies including Commerce/Economics, Typewriting, etc.

Re-Advertisement
PADIHAM GAWTHORPE HIGH
Burnley Road, Padiham, Burnley (Roll 782. Co-ed 11-16)
Scale 2 — Head of Computer Studies. Ability to teach Mathematics essential

Re-advertisement
BLACKPOOL ST. GEORGE'S HIGH
Cherry Tree Road, Blackpool (Roll 1057 Mixed 11-16)
1st January 1984, or earlier if possible.
Scale 1 — Mathematics

FULWOOD ST. CUTHBERT MAYNE R.C. HIGH
St. Anthony's Drive, Fulwood, Preston (Roll 917)
Scale 1 — Girls' Physical Education

SKELMERSDALE WEST BANK HIGH SCHOOL
Yewdale, Southway, Skelmersdale (946 on roll)
1st January 1984, or as soon as possible.
TWO POSTS
1. Scale 1 — English
2. Scale 1 — Remedial

Re-advertisement
CHORLEY HOLY CROSS R.C. HIGH (AIDED)
Burgh Lane, Chorley (Roll 1090; Mixed 11-16)
Scale 1 — Commercial Subjects

Re-advertisement
CHORLEY PARKLANDS HIGH
Southport Road, Chorley (Roll 1026. Mixed 11-16)
Scale 1 — Business Studies

BILLINGTON ST. AUGUSTINE'S R.C. HIGH
Elker Lane, Billington, Blackburn (Roll 950 Mixed)
Scale 1 — Girls' P.E. and Games with Second Subject

Re-advertisement
BURNLEY IVY BANK HIGH
Byron Street, Burnley (Roll 1064. Co-ed 11-16)
As soon as possible.
Scale 1 — Mathematics

Re-advertisement
PADIHAM GAWTHORPE HIGH
Burnley Road, Padiham, Burnley (Roll 782 Co-ed 11-16)
Scale 1 — Craft, Design and Technology

Re-advertisement
BARNOLDSWICK, WEST CRAVEN HIGH
Kelbrook Road, Barnoldswick (Roll 880, Mixed 11-16 comp)
As soon as possible/1st January 1984.
Scale 1 — Technical Drawing & Science

COLNE PRIMET HIGH
Dent Street, Colne (Roll 850. Mixed 11-16 Comp)
As soon as possible/1st January 1984.
Scale 1 — English

MISCELLANEOUS
HOTHERSALL LODGE FIELD STUDIES CENTRE
Hothersall Lane, Longridge, Preston
Scale 3 — Geography/Environmental Education
Forms/Further details (for this post only) from/to the Chief Education Officer, PO Box 61, County Hall, Preston, PR1 8RJ. (Ref: 8/MAM). TES11

SECONDARY ENGLISH
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
WILMINGTON GRAMMAR SCHOOL FOR BOYS
Wilmington Hall, Common Lane, Dartford, Kent
440 on roll. 11 - 18 selective school
Headmaster: Mr. D.B. Thomas M.A. (Oxon)
Required for JANUARY 1984:
Head of English Department (Scale 3) to maintain standards in a successful department and to develop the subject over the whole age-range. Good previous A-level teaching is essential and experience with school drama a strong recommendation. An extra-curricular contribution will be expected.
Applicatons from teachers in grammar, comprehensive or independent schools will be equally welcome.
The school occupies a 35-acre semi-rural site on the outskirts of Dartford. London fringe allowance payable.
Further details from the Headmaster (s.a.e. please).

MAIDSTONE DIVISION
VINTERS HIGH SCHOOL FOR GIRLS
Union Street, Maidstone ME14 5DT
(Group 9)
Required January 1984 Head of English (Scale 4). A well qualified and experienced teacher for this major post of responsibility.
Application forms and further information from the Headmistress (s.a.e.). Maidstone 52384. (17145) 132418

MID GLAMORGAN
EDUCATION AUTHORITY
LLANDAFF DIOCESE
ST JOHN BAPTIST CHURCH IN WALES COMPREHENSIVE SCHOOL
Aberdare.
(Voluntary Aided; Co-educational: 11 to 18 years; Group 10).
Required for January, 1984. HONOURS GRADUATE IN ENGLISH for the post of Head of English Department (Scale 4). Communicant of Church in Wales (or Church in covenant with it) desired.
Further particulars and application forms obtainable from the Honorary Clerk to the Governors, at the school, Glan Road, Aberdare, Mid Glamorgan CF44 8BW.
Closing date for applications: 28th September, 1983. (17169) 132418

NORTH YORKSHIRE
COUNTY COUNCIL
HARROGATE ROSSET HIGH SCHOOL
Green Lane, Harrogate HG2 9JP
NOR 1250 (Sixth Form 160)
Group 12
HEAD OF ENGLISH (Scale 4) for 1 January 1984
Applications are invited from highly qualified, well experienced teachers for the post of Head of English Department.
Letters of application, curriculum vitae and names and addresses of two referees should be sent to the Headmaster within 10 days of this advertisement (s.a.e. for acknowledgement). (51605) 132418

OXFORDSHIRE
COUNTY COUNCIL
GOSFORD HILL SCHOOL
Kidlington, Oxford
Group 12. Roll 1250
(Readvertisement)
Required for January 1984 a suitably qualified and experienced teacher as Head of English (Scale 4). English is incorporated with an integrated Humanities course in years 1 and 2 and thereafter is taught as a separate subject.
Courses leading to C.S.E., C.E.E., G.C.E. 'O' and 'A' level qualifications are offered in this highly successful department. The person appointed will be expected to play a crucial part in the development of this area of the curriculum as well as that of the school as a whole.
Apply by letter, with full curriculum vitae and the names of two referees, to the Headteacher, enclosing S.A.E. (17139) 132418

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
THE CHURCH OF ENGLAND HIGH SCHOOL
Northfleet Road, Peel Green, Eccles, Manchester M30 7PQ. (Tel: 061 789 5359/4729)
11 - 16 years Mixed Comprehensive
(600 on roll - 4 form entry)
REQUIRED FOR 1ST JANUARY, 1984. HEAD OF FACULTY OF ENGLISH AND COMPENSATORY EDUCATION, SCALE 3.
A well qualified and experienced teacher is required for this senior post. The school has excellent facilities and is housed in modern buildings set in pleasant surroundings.
Forms of application and further details are obtained from the Headteacher of the school on receipt of a stamped addressed envelope. Completed application forms should be returned to the school within 14 days of the appearance of this advertisement. (51590) 132418

STAFFORDSHIRE
EDUCATION COMMITTEE
ST. JOHN FISHER R.C. (A) HIGH SCHOOL
Ashfields New Road, Newcastle
Required for 1st January, 1984 HEAD OF ENGLISH (Scale 4) to supervise the teaching of this subject, in this 11 - 18 comprehensive school, up to G.C.E. 'A' level. The school has a traditional interest in Drama and the Sixth Form has an excellent record in the Use of English examination.
Applicants must be committed and practising Catholics, who are prepared to sign the C.E.C. Agreement.
Application forms available from the Chief Education Officer (Staffing), County Education Offices, Tipping Street, Stafford ST16 2DH (s.a.e.) and returnable to the Chairman of Governors, Mr. F.J. Smith, 4 Jenkinson Close, Newcastle-under-Lyme, Staffs. ST5 2JP by 30th September, 1983.
Previous applicants need not re-apply as their applications will be re-considered.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (18999) 132418

SURREY
EDUCATION COMMITTEE
CARDINAL GODFREY R.C. (AIDED) SECONDARY
Manor Lane, Sunbury on Thames
(11 - 16 Boys only NOR. 406)
HEAD OF LANGUAGE Faculty Scale 3 required January 1984. Well qualified and experienced ENGLISH teacher. Responsible for all aspects of subject. Close co-operation with Modern Language Department. Practising Roman Catholic preferred.
Contact Head (SAE please). (51976) 132418

Scale 2 Posts and above

BUCKINGHAMSHIRE
WYCOMBE AREA
ST. BERNARD'S R.C. (V.A.) SECONDARY SCHOOL
Daws Hill Lane, High Wycombe, Bucks. HP11 1PW
Head: Mr. G.A. Duckham, B.A.
Roll: 465 boys and girls 12 - 18 Required from January 1984, Graduate Teacher of English (Second in Department) to be responsible for the organisation of the library and remedial work and to assist in the teaching of English throughout the school in courses leading to the G.C.E. and C.S.E. examinations in the fifth and sixth forms. Willingness as a form tutor to give Religious Education an advantage. Scale 2 post available for suitably qualified and experienced teacher.
Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £900) and incidental expenses of £150 payable in approved cases. Housing allowance pending removal also payable in approved cases.
Apply immediately to Headmaster by letter giving full details of qualifications and experience and names of two referees, enclosing a stamped, addressed foolscap envelope please. (18944) 132420

BEXLEY
LONDON BOROUGH
WESTWOOD SCHOOL
Westwood Lane, Welling, Kent
Tel: 01-303 2923
Required for January 1984, a teacher of English, Scale 2, to teach English to a wide range of ability groups including Public Examination work.
L.A.A. £645. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Requests for application forms (enclosing a foolscap s.a.e.) should be sent to the School. (51576) 132420

BUCKINGHAMSHIRE
MILTON KEYNES AREA
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks.
(mixed comprehensive - approximately 1480 on roll)
SECOND IN ENGLISH DEPARTMENT, SCALE 3
Required for January 1984, a well-qualified and lively teacher of English to join a large and energetic department and to teach across the full age and ability range.
Ousedale School is situated on an attractive site, just outside the new city of Milton Keynes.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, M. Cole B.A., on receipt of a foolscap stamped addressed envelope. (18681) 132420

ESSEX
MOULSHAM HIGH SCHOOL
Brian Close, Chelmsford.
(Roll 1680)
Tel: Chelmsford 260101.
GRADUATE TEACHER OF ENGLISH, Scale 3.
Required January 1984 in a well-equipped and highly successful department.
Letters of application, c.v. and names of two referees to the Headteacher, from whom further details can be obtained (foolscap Sae please). (51557) 132420

HAVERING
LONDON BOROUGH OF HAVERING
CHASE CROSS SCHOOL
Havering Road North, Romford RM1 4YY
Tel: Romford 47353
(Roll 1270 Mixed)
Headteacher: D.A. Steward, B.A.
Required January 1984 Deputy Head of English Department, Scale 3. The successful candidate should be committed to mixed ability teaching through the first 5 years. There are well established 'A' and 'O' level CEE and CSE courses. Specific responsibilities are negotiable in this progressive department.
Letters of application should be sent to the Headteacher enclosing curriculum vitae and the names and addresses of two referees.
Closing date: Friday 14th October, 1983. (51582) 132420

HERTFORDSHIRE
ST. CHRISTOPHER'S FELLOWSHIP
Wellbury House, Great Offley, Nr. Hitchin, Herts.
Tel: Pirton 446.
Required immediately, or from January 1984, an experienced teacher Scale 2, to work with three other teachers in the Educational Unit of this Voluntary Community Home for emotionally disturbed boys.
Ability to establish a remedial programme an advantage.
Apply in writing to the Divisional Education Officer, Grammar School Walk, Hitchin, Herts. SG5 1JN, by 30th September 1983.
PLEASE ENCLOSE S.A.E.
Applicants wishing to visit the home before applying should contact the Principal by telephone. (51772) 132420

ISLE OF WIGHT
COUNTY COUNCIL
SANDOWN HIGH SCHOOL
The Fairway, Sandown, Isle of Wight PO36 9JH
Age range: 13 — 18
1258 on roll
Group 12
APPOINTMENT OF ENGLISH TEACHER, SECOND IN DEPARTMENT, SCALE 3.
A well qualified, specialised teacher is required for January 1984 to be second in charge in a large and very successful department. Candidates and prepared for CSE, Ordinary and Advance levels, CEE and Use of English examinations.
The Second in Department has responsibility for all aspects of the administration of CSE and CEE English, including the possible development of new courses. The postholder, should, therefore, expect to teach in both areas each year.
In addition, the post carries responsibility for the organisation of the House Drama competition and oversight with the head of department of all the department's extra curricular commitments. An interest in any aspect of school productions would also be welcome.
Scheme of removal and resettlement grants.
CLOSING DATE 30th September 1983.
Apply by letter as soon as possible to the Headmaster at the school giving the names and addresses of two referees and full c.v. (51601) 132420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
Chatham
ST JOHN FISHER SCHOOL
Ordnance Street, Chatham, Kent
Co-educational 960 on roll - 11 - 18 Comprehensive
Experienced Graduate teacher of ENGLISH, Scale 2, required for January 1984 to be responsible for school plays. Experience in teaching to Examination level as well as to lower levels of ability essential. Holders of C.T.C. with the willingness to take some R.E. lessons an advantage.
Letters of application with a curriculum vitae and the names and addresses of two referees to the Headmaster at the school. (SAE please). (17146) 132420

LINCOLNSHIRE
ASSISTANT
KING'S VC DAY AND BOARDING SCHOOL
Grantham

Scale 2 - Roll 710 with 150 in Sixth Form

Required from spring term 1984 or as soon as possible thereafter an enthusiastic teacher as second in the English Department in this Selective School. It is expected that the person appointed will teach throughout the school to 'A' level and be responsible for Drama. The school is undergoing an extensive modernisation programme to include an English suite and has outstanding Drama facilities. Increasing use is being made of video techniques. It is hoped that the person appointed would play a full part in the life of the school.

Further particulars and forms from the Headmaster, The King's School, Brook Street, Grantham, Lincs. (s.a.f.e.). Closing date 30 September. (18629) 132420

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
MYERS GROVE SCHOOL
Wood Lane, Sheffield S6 5HG
Required for January, 1984: a member of staff (scale 2) to teach in the English Department. The person appointed would teach through the age and ability range up to 'A' and 'S' levels, and contribute to a the work and organisation of a large department.
Application forms and further details are available from the Headteacher to whom completed forms should be returned by 30th September, 1983. (51932) 132420

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
WALTHEOF SCHOOL
Beaumount Close, Sheffield S2 1RY
Required for January 1984, a suitably experienced, qualified teacher to teach English throughout the school. This post is designated second in department, Scale 3. Experience and/or interest in mixed ability teaching is essential. SPA allowance payable.
Application forms and further details are available from the Headteacher, to whom completed forms should be returned by no later than 30th September, 1983. (51938) 132420

Teach on exchange in U.S.A. - all subjects.
See Overseas Appointments. (17472) 132420

Scale 1 Posts

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
EDWARD SHEERIEN SCHOOL
Newstead Road, Athersley North, Barnsley S71 3LZ
(11 - 16 Mixed Comprehensive - No on Roll 690)
Headteacher: Mr J. Bramley B.Sc.
Required as soon as possible, TEACHER OF ENGLISH (Scale 1 SPA Allowance).
An interest in teaching Religious Education or an ability to help with the School library is essential.
The timetable for next year is about two thirds English with just less than one third in one of the other areas. While this may change in the future, it is probable that the person appointed will continue to work in two different subject areas.
This is a re-advertisement.
Application by letter giving full curriculum vitae and names and addresses of two referees to the Headteacher at the School as soon as possible. (18688) 132422

BERKSHIRE
RYEISH GREEN SCHOOL
Spencers Wood, Near Reading RG7 1ES
N.O.R. 860
Required 31st October, 1983, TEACHER OF ENGLISH (Scale 1). Interest in DRAMA an advantage.
Please write letter of application giving details of qualifications and experience to the Headmaster at the school (SAE).
Closing date October 3rd 1983.
Berkshire County Council is an equal opportunity employer. (51515) 132422

BEXLEY
LONDON BOROUGH
ERITH SCHOOL
Avenue Road, Erith, Kent DA8 3BN
Tel: Erith 48231
Group 13
Roll approx. 1850
Established 1967
Co-educational catering for entire ability rage.
Anticipated Sixth Form (September) over 250)
Required as soon as possible, a teacher of English Scale 1, to cover pregnancy absence.
Further details from the Headmaster. L.A.A. £645. (51578) 132422

BRENT
LONDON BOROUGH OF BRENT
CONVENT OF JESUS & MARY HIGH (GIRLS) SCHOOL
Crownhill Road, NW10 4EP
(Roll: 1019, 11 - 18)
Required from January TEACHER of ENGLISH (Scale 1) to teach the subject throughout the school to C.S.E. and 'O' level standards including 6th Form groups.
London Allowance of £987 per annum is payable.
Brent is fundamentally committed to Multi-Cultural education.
Application forms (sae) obtainable from the Head Teacher, returnable within ten days. (51555) 132422

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
RYBURN VALLEY HIGH SCHOOL
St. Peter's Avenue, Sowerby, Sowerby Bridge HX6 1DF
Required from January 1984 a graduate teacher of ENGLISH (Scale 1). Ability to teach lower school French an advantage.
Application forms and further details obtainable (on receipt of a foolscap s.a.e.) from the Headteacher to whom completed forms should be returned by 30th September 1983. (16047) 132422

DONCASTER
HALL CROSS COMPREHENSIVE SCHOOL

Tel: Doncaster 20626

Applications are invited for the appointment as soon as possible of a Scale 1 TEACHER OF ENGLISH. (Temporary).

This co-educational Upper School, with more than 1100 pupils on roll and a Sixth form of over 350, provides courses for pupils from 13 to 18 years of age. The School was reorganised in September 1983 when it admitted its first intake of pupils from across the full range of ability.

80 per cent of removal expenses may be paid in appropriate cases.

Application forms (s.a.e. please) are obtainable from the Headmaster, Hall Cross Comprehensive School, Thorne Road, Doncaster DN1 2HY, to whom completed, applications should be returned as soon as possible. (18968) 132422

DONCASTER
MEXBOROUGH SCHOOL
Maple Road, Mexborough S63 9SD

Required for January 1st, 1984 a Graduate Teacher of English. Work is available to all levels for suitable candidates.

Applications in writing giving curriculum vitae and names and addresses of two referees should be made to the Headmaster at the school without delay. (s.a.e. please). (18864) 132422

DURHAM
COUNTY COUNCIL
MOORSIDE COMPREHENSVE SCHOOL
Consett
11 - 16 years
850 on roll
ENGLISH - Salary Scale 1 - Well qualified teacher required for January 1984 to teach subject to GCE O Level. Ability to teach French as a subsidiary subject an advantage.
Stamped addressed envelope fr application form and further details to Area Education Office, The Education Centre, Front Street, Stanley, Co. Durham.
Closing date for receipt of applications 30th September 1983. (18115) 132422

ESSEX
MOULSHAM HIGH SCHOOL
Brian Close, Chelmsford
Tel: Chelmsford 260101
(Roll 1660)
TEACHER OF ENGLISH, Scale 1
Required January 1984, enthusiastic Graduate to teach English in well-equipped department with high academic standards.
Letters of application with curriculum vitae and names of two referees to the Headteacher, from whom further details may be obtained (foolscap s.a.e. please). (51408) 132422

HARINGEY
Progress with Humanity

HORNSEY SCHOOL FOR GIRLS
Inderwick Road, London N8 9JF
1200 on roll. 200 in the sixth form
Required probably from October 1983: Temporary Teacher of ENGLISH, SCALE 1, to replace a member of the permanent teaching staff taking maternity leave. A qualified and enthusiastic teacher is looked for to teach across the age and ability range in years 1 to 5.
London Allowance £987 payable.
Application forms available from the Head of the School. Forms to be returned as soon as possible.
Haringey is an equal opportunity employer. (51608) 132422

LONDON
CENTRAL FOUNDATION BOYS' SCHOOL
Cowper Street, London EC2A 4AP

(Near Old Street Station)

Required for the Spring and Summer Terms 1984 only, a full-time temporary teacher of English in this three-form entry voluntary aided boys' school. Full details of the post may be obtained by telephone from the Headmaster (01-253 3741).

Application forms to be returned by Monday 26th September, obtainable from the Secretary at the school. (18967) 132422

NORTH YORKSHIRE
THE BAR GRAMMAR SCHOOL
York YO2 2AH

(Mixed, 512, R.C. Direct Grant to be reorganised 1985)

Required for January 1984, temporary full time teacher of English to 'A' level standard for two terms. Scale 1.

Apply by letter with full curriculum vitae, names and addresses of 2 referees, to the Headmistress, s.a.e. (18989) 132422

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following post

PORTLAND COMPREHENSIVE SCHOOL
Sparken Hill, Worksop, Notts. S80 1AW

Headmaster: R. Cox, B.A.

Mixed: 1240 (11 - 18)

Required immediately TEACHER (SCALE 1) OF ENGLISH to teach across the age and ability range. Experience of teaching examination work to 'O' level would be an advantage though not essential.

Please apply by letter to the Headmaster at the school as soon as possible. (51426) 132422

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
MENZIES HIGH SCHOOL

(11 - 18 Comprehensive)

Required for January 1984 English - Scale 1. Ability to offer Drama an advantage.

Application forms and further details available from and returnable to Head Teacher, Clarkes Lane, West Bromwich, West Midlands.

Closing date 30th September 1983.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (51615) 132422

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
KING ECGBERT SCHOOL
Furniss Avenue, Sheffield S17 3QN
Required, as soon as possible, a temporary, full-time teacher of English throughout the school including sixth form work. The appointment is until 31st August 1984. Scale 1.
Application forms and further details are available from the Head Teacher to whom completed forms should be returned by Friday, 23rd September 1983. (51928) 132422

WEST SUSSEX
MILLAIS SCHOOL
Depot Road, Horsham, West Sussex RH13 5HR
Group 11 - NOR 1120 11 - 16 girls comp.
Required January 1984 teacher of English (Scale 1) to teach the subject throughout the school. An interest in teaching Drama production an advantage.
Form and details from Head, S.A.E. please. (18642) 132422

Royal County of BERKSHIRE

PROJECT LEADER
Towards More Relevant Education
A joint project between FULMER RESEARCH INSTITUTE and BERKSHIRE EDUCATION AUTHORITY

This is a multi-diciplinary curriculum enrichment research project covering the age range 11-6 in four Berkshire Comprehensive Schools, including involvement with one of their associated feeder Primary Schools. It aims to foster knowledge and skills relevant to enterprise and the world of work.

Applications are invited for the post of Project Leader.

The Leader's role in the project will include advice, co-ordination and some teaching.

The successful applicant will have a flair for teaching and must be able to play a leading role in a team generating and applying new ideas in project work across subject boundaries. Analytical ability will also be needed. Some knowledge of Science and/or Economic concepts would be an advantage but is not essential.

Salary will approximate to Burnham Scale 3 or 4. The appointment is for 3 years, probably renewable for a further period of 3 years. Following the end of the project a Berkshire post at equivalent level will be available.

Application forms and further details from David Davies, Fulmer Research Laboratories Ltd., Stoke Poges, Slough, Berkshire, SL2 4QD.

Closing date: 7th October, 1983.

Berkshire County Council is an equal opportunity employer and all applicants will be considered solely on the basis of suitability for the post, irrespective of race, colour, sex, marital status or disability. TES13

SECONDARY ENGLISH
continued

WILTSHIRE

THE CORSHAM SCHOOL
The Tynings, Corsham, Wilts SN13 9DF

Required for 31st October, a temporary teacher of RELIGIOUS EDUCATION and ENGLISH (Scale 1) for work on the forward looking and successful Humanities Faculty of this Group X1 Co-Educational Comprehensive School for pupils aged 11 - 18 years, during the maternity leave of the permanent post holder.

Application forms (returnable by Wednesday, 28th September) and further details (S.A.E. please) from the Headmaster. (16052) 132122

English Teachers are urgently needed for schools in KENYA, NIGERIA and PAPUA NEW GUINEA. Suitable for both newly qualified and more experienced teachers of English/modern languages. ESL experience useful.

PLease see VSO display advertisement in the Overseas Section. (16035) 132422

Geography

Heads of Department

CAMBRIDGESHIRE

IMPINGTON VILLAGE COLLEGE
Required for January 1984 Head of Geography (Scale 3) to teach the subject to Advanced level in this 11 - 18 mixed comprehensive school of 1119 pupils.
Application forms and further details from Warden, Impington Village College, Impington, Cambridge CB4 4LX (s.a.e. please). Closing date 3rd October 1984. (16029) 132618

HILLINGDON

LONDON BOROUGH OF HILLINGDON

SWAKELEYS SCHOOL
Clifton Gradens, Hillingdon, Uxbridge UB10 0EJ

(Number on roll - 862. 188 on Joint - Roll in Sixth Form)

Required January 1984. Head of Geography Department (Scale 3) to coordinate the work of an established department. The subject is taught from Years 2 to 6, with examination work at 'A' level, 'O' level (Schools' Council Project), and C.S.E. A willingness to help with Integrated Studies in Year 1 and with City and Guilds (365) in Year 6 would be an advantage.

Application forms, to be returned by 28 September, may be obtained from the Headmistress (SAE please).
Outer London Allowance Payable. (18956) 132618

LONDON

URSULINE CONVENT
15 The Downs, Wimbledon, London SW20 8HD
Girls Comprehensive High School
13 - 18, 940 on roll
Required January Head of Geography. Scale 3.
Please apply to the Headmistress with testimonials and s.a.e. for acknowledgement, giving the names and addresses of two referees. (51437) 132618

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

MENZIES HIGH SCHOOL

(11 - 18 Comprehensive)

Required for January 1984 Head of Geography Department - Scale 3, Sixth Form and 'A' Level work.

Head Teacher, Clarkes Lane, West Bromwich, West Midlands. Closing date 30th September 1983.

WARLEY HIGH SCHOOL

(11 - 16 Comprehensive)

Head of Geography - Scale 2

Head Teacher, Pound Road, Oldbury, Warley, West Midlands. Closing date 30th September 1983.

In both cases application forms and further details available from and returnable by date specified to the Head Teacher of the Schools.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (51610) 132618

Scale 2 Posts and above

KENT

COUNTY COUNCIL
EDUCATON DEPARTMENT
MAIDSTONE DIVISION
VINTERS HIGH SCHOOL FOR GIRLS
Union Street, Maidstone ME14 5DT
Required January 1984 Teacher of Geography (Scale 2). Suitably qualified and experienced teacher to take charge of this subject in the school. Well established courses to G.C.E. 'O' Level.
Apply to the Headmistress with curriculum vitae and names of two professional referees (s.a.e.). Previous applicants will be reconsidered and need not reapply. (17147) 132620

BUCKINGHAMSHIRE

MILTON KEYNES AREA
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks.
(mixed comprehensive - approximately 1480 on roll)
Required from 1st January 1984, a teacher of Geography. Preference given to graduate. Scale 2.
Ousedale School is situated on an attractive site, just outside the new city of Milton Keynes.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, M. Cole B.A., on receipt of a foolscap stamped addressed envelope.
Previous applicants will automatically be reconsidered. (51747) 132620

Scale 1 Posts

AVON COUNTY

CHIPPING SODBURY SCHOOL
Bowling Road, Chipping Sodbury, Bristol
Tel: Chipping Sodbury 316194
Mixed Comprehensive 11 - 18
Roll: 1100
Required from 10th January 1984, temporary teacher of Geography (Scale 1), to cover for a teacher on maternity leave. Ability to teach up to 'O' level standard is essential.
Further details from, and letters of application to, the Headteacher by 3rd October, giving full details of qualifications, experience and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (51731) 132622

DURHAM

COUNTY COUNCIL
FERRYHILL
COMPREHENSVE SCHOOL
11 - 18 years
1270 on roll
GEOGRAPHY
Salary Scale 1
Well qualified teacher required for January, 1984.
Stamped addressed envelope for application form and further details to Area Education Office, Kingsway, Bishop Auckland, Co. Durham.
Closing date for receipt of applications 30th September, 1983. (17179) 132622

ESSEX

THE KING EDMUND SCHOOL
Vaughan Close, Rochford
Tel: Southend-on-Sea 545771
Roll: 1320
TEACHER OF GEOGRAPHY.
Scale 1
Required for January or if possible 1st November. Possibility of some examination work.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

BILLERICAY SCHOOL
School Road, Billericay
Tel: 02774 55191
Roll: 1465 Main School: 280 Sixth Form
GEOGRAPHY, Scale 1
January. Graduate specialist, Human Geography up to 'A' level. Temporary two form contract in first instance.
Letters of application, curriculum vitae and names, addresses and telephone numbers of referees to Headteacher (foolscap s.a.e. please). (51413) 132622

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
MAIDSTONE SCHOOL FOR BOYS
Oakwood Park, Maidstone
720 Boys, aged 13 to 19
250 in the Sixth Form
Required in January, GEOGRAPHY GRADUATE to share in the teaching of the subject throughout the school to 'O' and 'A' levels. The vacancy is caused by the promotion of the present holder and would suit a newly qualified teacher. Interest in the application of computer techniques useful. Vigorous department, 60 A-level students in Geography.
This Upper (Grammar) School is pleasantly situated, provides a full range of courses and offers many opportunities in sport, exchanges etc. A well qualified person is sought to contribute to the academic and extra-curricular life of the school. Details available on request. (Tel: 0622 26683).
Applications by letter to the Headmaster enclosing the names of two referees. (17148) 132622

WIGAN

METROPOLITAN BOROUGH OF WIGAN
LEIGH ST. MARY'S R.C. HIGH SCHOOL
Manchester Road, Astley, Tyldesley M29 7EE
Tel: Atherton 884144
11 - 18 mixed comprehensive
Required for January 1984. GEOGRAPHY Scale 1. Graduate preferred.
Main area of teaching in 2nd and 3rd year C.S.E. and 'O' level work, possibility of 'A' level work in the future.
The person appointed will also be required to do Field Work Study.
Application forms and further particulars available from and returnable to the Headteacher at the School (s.a.e. please). Closing date: 30th September, 1983. Ref. A 37. (51593) 132622

WIGAN

METROPOLITAN BOROUGH OF WIGAN
WIGAN WHITLEY HIGH SCHOOL
Whitley Crescent, Wigan WN1 2QF
Tel: Wigan 41592
(13 - 18 mixed comprehensive)
GEOLOGY/GEOGRAPHY
Scale 1
Required for January, 1984.
Application forms and further particulars available from and returnable to the Headteacher at the School (s.a.e. please). Closing date: 30th September, 1983. Ref. A 37. (51594) 132622

History

Heads of Department

CAMBRIDGESHIRE

HUNTINGDON AREA
ERNULF COMMUNITY SCHOOL
Barford Road, St. Neots, Cambs.
8 - 9 Form Entry Community Comprehensive 11 - 19
Required for January. HEAD OF HISTORY Scale 3, to lead a team of teachers working in an Integrated Humanities Department.
Application forms and further details from the Principal at the school (SAE please). (18873) 132818

HAVERING

LONDON BOROUGH OF HAVERING
SACRED HEART OF MARY R.C. SCHOOL
St. Mary's Lane, Upminster RM14 2QR
Tel: Upminster 22660
(Roll 600 Girls)
Headteacher: Miss J.M. Johnson, B.Sc
HEAD OF HISTORY, Scale 3
Required for January 1984, to organise and to share in the teaching of the subject up to GCE 'A' level. Vacancy occurs due to the retirement of the present Head of Department.
Application forms and further details are available from (s.a.e. please) the Headteacher at the school to whom completed applications should be returned by Tuesday 4th October, 1983. (51586) 132818

MID GLAMORGAN

EDUCATION AUTHORITY
LLANDAFF DIOCESE
ST JOHN BAPTIST CHURCH IN WALES COMPREHENSIVE SCHOOL
Aberdare
(Voluntary Aided; Co-educational. 11 to 18 years. Group 10
Required for January, 1984
HONOURS GRADUATE IN HISTORY for the post of Head of History Department (Scale 3). Communicant of Church in Wales (or Church in covenant with it) desired.
Further particulars and application form obtainable from the Honorary Clerk to the Governors, at the School, Glan Road, Aberdare, Mid Glamorgan CF44 8BW.
Closing date for applications, 28th September, 1983. (17168) 132818

WEST SUSSEX

MILLAIS SCHOOL
Depot Road, Horsham, West Sussex RH13 5HR
11 - 16 Girls Comp Group 11 nor 1120
Readvertisement - previous applicants automatically considered.
Required January 1984, a well qualified experienced and enthusiastic teacher to be Head of History and Humanities Scale 3, with specific responsibility for organising and teaching History throughout the school and overall responsibility for other subjects in the Humanities area.
Form and details from Head, S.A.E. please. Closing date: 2 weeks from the appearance of this advertisement. (18645) 132818

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
NOTRE DAME RC SCHOOL
Fulwood Road, Sheffield S10 3BT
Required for January 1984, a graduate teacher as Head of History, Scale 3. The subject is taught to 'A' level including Schools Council History project 13 - 16. The ability to teach RE would be an advantage.
Application forms and further details are available from the Headteacher, to whom completed forms should be returned by no later than 30th September 1983. (51929) 132818

SUFFOLK

COUNTY COUNCIL

NACTON HEATH HIGH SCHOOL
Nacton Road, Ipswich IP3 9PZ

11 - 16 Mixed Comprehensive Roll 1260

HEAD OF HISTORY, Scale 3, required January, 1984, a keen Historian, dedicated to the New History with experience of the SCH 13 - 16 Project, is sought to develop new courses for pupils of all abilities.

Closing date 2 weeks from appearance. (17064) 132818

Scale 2 Posts and above

DEVON

Please see displayed advertisement on page 60. (51749) 132820

Teach on exchange in U.S.A. - all subjects.
See overseas appointments. (17474) 132820

Scale 1 Posts

BRENT

LONDON BOROUGH OF BRENT
CONVENT OF JESUS & MARY HIGH (GIRLS) SCHOOL
Crownhill Road, NW10 4EP
(Roll 1019, 11 - 18)
Required from 31 October - Temporary TEACHER (Scale 1) of HISTORY to C.S.E. and 'A' level standards. Successful candidate also required to teach Social Studies. To cover for a maternity leave.
London Allowance of £987 per annum is payable.
Brent is fundamentally committed to Multi-Cultural education.
Application forms (sae) obtainable from the Head Teacher, returnable within ten days. (51556) 132822

TRAFFORD

METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
URMSTON GRAMMAR SCHOOL FOR GIRLS
Newton Road, Urmston M31 3AJ
Tel: 061 748 2875
HISTORY SCALE I (TEMPORARY)
Required October 1983 to cover maternity leave of present post holder to teach to 'O' and 'A' level.
Application forms available from and returnable to the Headmistress at the school (51779) 132822

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

DEPUTY HEADTEACHERS PRIMARY

KINGSTEIGNTON JUNIOR
Sandpath Road, Kingsteignton, Newton Abbot TQ12 3BG
DEPUTY HEAD GROUP 5
Required for January 1984. Closing date 30 September 1983.

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SCALE POSTS SECONDARY

CLYST VALE COMMUNITY COLLEGE,
Station Road, Broadclyst, Exeter, EX5 3AJ.
(Roll 775)
SCALE 2 – HEAD OF HISTORY
Required January 1984. This post is based within the Humanities Faculty. Applicants should be committed to 11-14 Integrated Humanities and 14-16 Core World Studies. A VI form begins in 1984 and previous A' level teaching experience in History is essential. Closing date 30 September 1983.

TORQUAY, AUDLEY PARK SECONDARY SCHOOL,
Barton Road, Torquay, TQ2 7NU
(11-16 years) (Roll 1438)
SCALE 2 – SPECIAL EDUCATIONAL NEEDS
Required for January 1984 an experienced teacher to enrich the curriculum of senior pupils with special educational needs. A specialist qualification would be advantageous. Closing date 30 September 1983.

TORQUAY, AUDLEY PARK SECONDARY SCHOOL
Barton Road, Torquay, TQ2 7NU
(11-16 years) (Roll 1438)
SCALE 2 – HEALTH EDUCATION AND CHILD CARE
Required for January 1984 an experienced teacher to take charge of well established courses in Health Education and Child Care leading to CSE and NAMCW examinations. Closing date 30 September 1983.

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SCALE POSTS PRIMARY

PAIGNTON OLDWAY PRIMARY SCHOOL
Higher Polsham Road, Paignton, TQ3 2SY
(Roll 465)
SCALE 1 – JUNIORS
Required for January 1984. Ability to take Girls' Games and an interest in Art/Craft an advantage. Closing date 30 September 1983.

READVERTISEMENT
BRIXHAM FURZEHAM PRIMARY
Higher Furzeham Road, Brixham, TQ2 8BL
(Roll 374)
SCALE 2 JUNIORS
Required for January 1984. An experienced and enthusiastic teacher with ability to organise and develop learning resources throughout school. Knowledge and willingness to develop use of micro-computers an advantage. Closing date 30 September 1983.

TORQUAY BARTON INFANTS SCHOOL
Barton Hill Road, Torquay, TQ2 8JA
(Roll 138)
SCALE 2 – LANGUAGE AND COMMUNICATION UNIT
Required for January 1984 to be responsible for this new unit for young children with difficulties in expressive or receptive language. Further details and application forms from Area Education Officer, Oldway, Paignton, TQ3 2TE. Closing date 30 September 1983.

PILGRIM PRIMARY SCHOOL
King Gardens, Plymouth, PL1 5BQ
SCALE 2
Required for January 1984 a teacher with responsibility for Language. An experienced teacher is sought to contribute appropriately to the growth of awareness of contemporary approaches to Language throughout the school. A strength in at least one other curriculum area, preferably boys' games, would also be welcome. The school holds social priority status. Closing date 30 September 1983.

TORQUAY WARBERRY C. of E. PRIMARY SCHOOL
Cedars Road, Torquay, TQ1 1SB
(Roll 214)
SCALE 1 – NURSERY TEACHER
Required for January 1984. Closing date 23 September 1983.

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SCALE POSTS SPECIAL

TORQUAY, COMBE PAFFORD SPECIAL SCHOOL
Steps Lane, Watcombe, Torquay, TQ2 8NL
(Roll 141)
SCALE 3(S)
Required for January 1984. A professionally mature teacher with wide experience and appropriate qualifications is required for this senior post. The post offers opportunities for some specialist and some classroom teaching. Other useful skills include curriculum planning, counselling and diplomacy, together with an ability to teach Home Economics. Job description, details of the school and an application form are obtainable from the Headmaster. Closing date 30 September 1984.

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OTHER POSTS

EAST DEVON AREA
SENIOR AREA MUSIC TUTOR – EAST DEVON AREA
SCALE 4
Required January 1984. Car user essential. Application forms and further details (SAE please) from the Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter. Closing date 30 September 1983.

Senior Area Music Tutor — East Devon Area
Scale 4
Required January 1984. Car user essential. Application forms and further details (SAE please) from the Area Education Officer, Oldway Mansion, Paignton. Closing date 30 September 1983.

Full-time Woodwind Teacher
North Devon Area
Readvertisement
Required as soon as possible. Full-time peripatetic teacher for woodwind. Applicants should be skilled instrumentalists and preference will be given to qualified teachers willing to undertake the development of interest in instrumental work in primary and secondary schools. Application forms and further details from North Devon Area Education Officer, Civic Centre, Barnstaple, EX31 1EG. Closing date 30 September, 1983.

DEVON

SECONDARY EDUCATION
continued

Home Economics

Heads of Department

AVON COUNTY

THE GRANGE SCHOOL
Tower Road North, Warmley, Bristol BS15 2XL
(11 - 18 Comprehensive)
Required for January 1984.
A Head of Home Economics (Scale 3), responsible for courses in all aspects of the subject throughout the school to C.S.E. and O Level. The department is centralised in well-equipped, purpose built accommodation. Further details available from the Headmaster.
Applications by letter, enclosing a curriculum vitae and the names of two referees, should be submitted to the Headmaster as soon as possible. (16133) 133018

ESSEX

WESTCLIFF HIGH SCHOOL FOR GIRLS (GRAMMAR)
Kenilworth Gardens, Westcliff-on-Sea SS0 0BS.
(Roll 870, 250 in 6th Form)
Tel Southend 76026.
HEAD OF HOME ECONOMICS, Scale 3.
Required January, enthusiastic and experienced teacher to organise strong department. Good 'A' level Home Economics classes (London): Food and Nutrition and Needlecraft and Dress to 'O' level.
Apply by letter to the Headteacher giving full curriculum vitae and the names and addresses of two referees. (51558) 133018

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
WALKDEN HIGH SCHOOL
Birch Road, Worsley M28 5FJ
1980 mixed, Group 10)
Required for January 1984. Head of Home Economics Department, Scale 3, in this 11 - 16 Comprehensive School serving a good residential area.
Please send s.a.e. for application form and further details to the Head Teacher. Closing date for applications 14 days from appearance of advertisement. (51587) 133018

Scale 2 Posts and above

BRENT

LONDON BOROUGH OF BRENT
JOHN KELLY GIRLS HIGH SCHOOL
Creal Road, NW2 7SN
(Roll: 824, 11 - 18, Social Priority School)
Required from January or earlier if possible - DEPUTY HEAD of HOME ECONOMICS DEPARTMENT (Scale 2). Applications are invited from successful, enthusiastic and experienced teachers, who are capable of taking responsibility for the teaching of Needlecraft throughout the school and to assist the Head of Department in the running of the Department. Embroidery is well established as an examination subject and an interest in this field would be an additional recommendation. Further details available.
London Allowance of £987 per annum is payable. Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic, or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled persons.
Brent is fundamentally committed to Multi-cultural Education.
Application forms (sae) obtainable from the Head Teacher returnable within ten days. (51947) 133020

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
DOWNS SCHOOL
Green Street, Green Road, Dartford, Kent
Roll 1750 (Mixed)
Experienced Graduate Teacher required January as 2 i/c, well established Faculty of Home Management. Well equipped department with 4 Home Economic areas, 2 Needlecraft rooms and a large open plan area. Subject taught to 'O' and 'A' Level, C.S.E. Fashion, Child Development and Food and Nutrition. Sixth form courses include non-exam, Self Reliance, C.E.E. Family Centres Studies and City and Guilds Food and Industries. A member of the Faculty is responsible for Needlecraft, Fashion and the successful candidate would be expected to be responsible for one of the other disciplines within the Faculty. Scale 3.
Fringe Allowance.
Pleasant site on outskirts of Dartford with easy access to London and Kent coast and countryside.
Applications to the Headmaster with full curriculum vitae, s.a.e. and names of two referees. (17149) 133020

WOLVERHAMPTON

BOROUGH COUNCIL

EDUCATION COMMITTEE

HALL GREEN SCHOOL

Required for January 1984 a teacher to act as Second in Department (Scale 2) for Home Economics and Child Care.

This mixed 11 - 16 comprehensive is situated on the eastern side of the borough.

Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE please).

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (51908) 133020

Scale 1 Posts

BEXLEY

LONDON BOROUGH
PICARDY SCHOOL
Erith Road, Belvedere, Kent DA17 6HT.
Tel: Erith 41375. Roll 1350 (140 Sixth Form).
Required for January 1984, or as soon as possible, a well qualified teacher for Home Economics and Textiles with the Design and Technology Faculty. Well established courses are offered to C.S.E. and G.C.E. 'O' and 'A' level.
The successful candidate would be expected to teach mixed ability groups throughout the secondary age range and also assist with some extra curricular activities within the faculty.
The courses currently offered are under review and there will be opportunities to contribute to future developments.
Further details from the Headmaster. Please enclose a foolscap s.a.e.
I.L.A.A. £645. Assistance with removal expenses, legal fees and disturbance allowance can be considered. (51574) 133022

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated:
Closing date for receipt of applications is 30th September, 1983.
In respect of posts in special schools, forms are available from and should be returned to the Director of Education, Selectapost 17, Merrion House, 110 Merrion Centre, Leeds LS2 8DT.
For posts in secondary and high schools, application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgement and requests for forms and/or details must be accompanied by a stamped, addressed envelope. Leeds is an equal opportunity employer.

SPECIAL SCHOOLS
SCALE 1 POST

N.E.988 NORTHWAYS SCHOOL
(No. on roll: 62: 8–16 years) (50 boarders)
Willow Lane, Clifford, Wetherby LS23 6JN
Telephone: Boston Spa 843766
Head Teacher: Mr N. P. Rigby
Required for January 1984, teacher of basic subjects required at this boarding school for boys with special educational needs (maladjusted). Special skills in remedial work with older children of average ability advantageous.
This is an excellent opportunity for a teacher considering a career in this field to gain valuable experience.

HIGH/SECONDARY SCHOOL
SCALE 1 POST

N.W.989 GUISELEY SCHOOL
(No. on roll: 1,030: 11–18 years)
Fieldhead Road, Guiseley, Leeds LS20 8DT
Telephone: Guiseley 72315
Head Teacher: Mr B. R. Feinson MA
Required for January, 1984, Teacher of Craft, Design and Technology, capable of working in wide range of media. Strength in *either* Design Graphics *or* Technology advantageous.
Further details available from Headmaster.

BUCKINGHAMSHIRE

MILTON KEYNES AREA
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks.
(mixed comprehensive - approximately 1480 on roll)
Required immediately, for one term only, a teacher of Home Economics (Cookery and some Needlecraft) and general subjects. Scale 1.
Ousedale School is situated on an attractive site, just outside the new city of Milton Keynes.
Apply by letter to the Headteacher, M. Cole B.A., giving full curriculum vitae and the names and addresses of two referees. For further details, please enclose a stamped addressed envelope. (18977) 133022

DERBYSHIRE

FREDERIC GENT SCHOOL
South Normanton, Derby DE55 2ER

11 - 16 Comprehensive School

For January, Teacher of Home Economics, Scale 1.

Application forms from and return to the Headmaster (SAE please).

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (17106) 133022

DURHAM

COUNTY COUNCIL
PELTON ROSEBERRY COMPREHENSIVE SCHOOL
Chester-Le-Street
11 - 18 years
1200 on roll
HOME ECONOMICS - Salary Scale 1 - Well qualified teacher of Cookery and Needlework required for January 1984.
Stamped addressed envelope for application form and further details to Area Education Office, The Education Centre, Front Street, Stanley, Co. Durham.
Closing date for receipt of applications 30th September, 1983. (18116) 133022

HOUNSLOW

LONGFORD SCHOOL
(Group 12)
Tachbrook Road, Feltham TW14 9PE
Tel: 01-890 0245
11 - 18 Mixed Comprehensive No. on roll 1136 6th form 106
Headteacher, Mrs Joyce M. Finn M.A. (Hons.)
REQUIRED for January 1984 or earlier if possible Scale 1 specialist teacher of NEEDLEWORK (to include Creative Embroidery), Textiles and Fashion, to join a lively, well-structured department of Home Economics in this developing Community School.
An imaginative and ambitious teacher is sought who will be capable of contributing to all aspects of the department, including some Nutrition/Cookery and Child Development.
Opportunity exists to teach Integrated courses (boys and girls) 1st-3rd year, to examination candidates in Creative Embroidery, Dress and Textiles, to C.S.E., 'O' and 'A' level together with City & Guilds Foundation Course work. Candidates with industrial experience would be especially welcome.
LONDON ALLOWANCE: £645 p.a.
Application forms which may be obtained from the Headteacher at the school should be returned by Friday, 30 September 1983.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (51706) 133022

KNOWSLEY

METROPOLITAN BOROUGH OF KNOWSLEY

PARKWAY COMPREHENSIVE SCHOOL
Stockbridge Lane, Huyton, Merseyside L36 6DE

(550 boys and girls, 11 - 18 years. S.P.A. payable)

Required as soon as possible: SCALE 1. HOME ECONOMICS teacher.

For application forms send s.a.e. to the Acting Headteacher at the above address, to whom completed forms should be returned within the next fourteen days. (51722) 133022

ST. HELENS

RAINFORD HIGH SCHOOL
Higher Lane, Rainford, Nr. St. Helens, Merseyside WA11 8NY

(11 - 18 years mixed comprehensive: 1,718 on roll, 223 in sixth form)

HOME ECONOMICS (SCALE 1)

Required for January, 1984.

Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (51788) 133022

SURREY

EDUCATION COMMITTEE
NUTFIELD PRIORY SCHOOL (HEARING IMPAIRED CHILDREN)
Redhill
Specialist COOKERY and DRESSMAKING teacher required January 1984 or earlier if possible for this residential school for pupils aged 9 - 17 plus. Teach up to C.S.E. level. Scale 1 plus Special Schools and London Fringe Allowances. Additional Duties Allowance £1,764 p.a. for average of 15 hours per week. Single accommodation available.
Application forms and further details from Head Tel: Nutfield Ridge 2257. (51922) 133022

Humanities

Heads of Department

HEREFORD AND WORCESTER

COUNTY COUNCIL

THE BISHOP OF HEREFORD'S BLUECOAT SCHOOL
Hampton Dene Road, Tupsley, Hereford HR1 1UU

(11 - 16 Voluntary Aided School. 1250 pupils)

HEAD OF HUMANITIES (Scale 4)

Required for January 1984 a lively and imaginative teacher to be Head of the Faculty of Humanities, and also to be in charge of History. Within a Faculty Structure History, Geography and R.E. are taught largely as separate disciplines. This is a Church of England school and the Governors wish to appoint a practising Christian.

Further details and application forms may be obtained from the Headmaster. (18868) 133218

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
TOM HOOD SENIOR HIGH SCHOOL
Terling Close, London E11
Head: Mr. J. Mitchell
Required for January HEAD OF HUMANITIES SCALE 4 (+ London and Social Priority Allowance) required in this Mixed 10 f.e. comprehensive school for pupils aged 14 - 19 years (700 on roll) to fill this newly created post. You will be expected to make a significant contribution to the development, organisation and co-ordination of suitable courses within the humanities area of the curriculum as well as making a full contribution to the curriculum as a whole and the well-being of the school in general. The current teaching commitment is within the History Department.
Application form and further details available from the Head Teacher (send s.a.e.). Ref. No. P91/367.
Closing date 30th September. (51419) 133218

Scale 1 Posts

HARINGEY

Progress with Humanity

WHITE HART LANE SCHOOL
White Hart Lane, London N22 5QJ
Required as soon as possible. A Teacher of SOCIOLOGY/SOCIAL STUDIES/HUMANITIES to work with Years 3 to 6 in teaching these subjects as part of the core curriculum of the School. Pupils are taught in mixed ability groups and the School is especially concerned with promoting both multi-cultural education and equal opportunities for both sexes. Part of the job will be teaching sixth formers undertaking one-year courses. Applicant with a firm commitment to the subject and a willingness to work within a team is sought to help create a dynamic, fresh approach in this newly amalgamated school.
London Allowance £987 payable. Removal Expenses - 100% allowed in approved cases.
Application forms and further details available from the Head of the School, to whom completed forms should be returned as soon as possible.
Haringey is an equal opportunity employer. (51738) 133222

Mathematics

Heads of Department

CAMBRIDGESHIRE

IMPINGTON VILLAGE COLLEGE
Required for January 1984 Head of Mathematics (Scale 4) to teach the subject to Advanced level in this 11 - 18 mixed comprehensive school of 1119 pupils.
Application forms and further details from Warden, Impington Village College, Impington, Cambridge CB4 4LX (s.a.e. please). Closing date 3rd October 1984. (16027) 133418

DYFED

COUNTY COUNCIL
CYNGOR SIR
Dyfed
REQUIRED FOR JANUARY 1984
PENGLAIS COMPREHENSIVE SCHOOL
Waunfawr, Aberystwyth
(Group 11)
A suitably qualified and experienced Head of Mathematics and computer studies to lead a large and successful department (scale 4).
Application forms and further details available from the Headteacher on receipt of a stamped addressed envelope to whom applications should be returned by 29th September, 1983.
W.J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen SA31 2NH. (51506) 133418

ENFIELD

LONDON BOROUGH OF ENFIELD
BULLSMOOR SCHOOL
Bullsmoor Lane, Enfield, Middx. EN3 7TN
Tel: Lea Valley 763666
Six form entry Mixed Comprehensive. Roll 975
Required January 1984, HEAD OF MATHEMATICS, Scale 4, to lead a Department of seven teachers.
London Allowance £645. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms and details (foolscap SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible. (51746) 133418

ESSEX

NEWPORT FREE GRAMMAR SCHOOL
Boys' Comprehensive V.C. School
Newport, Saffron Walden CB11 3TR
(Roll 760)
Tel. Saffron Walden (0799) 40237.
HEAD OF MATHEMATICS, Scale 4.
Required January 1984 to take charge of thriving department involving teaching up to Oxbridge entrance level. Interest in Computer Studies and extra-curricular activities an advantage.
Please send c.v. to Headteacher (foolscap s.a.e. please). (51559) 133418

HAMPSHIRE

SOUTH EAST HANTS AREA
CROOKHORN SCHOOL
Stakes Hill Road, Purbrook, Portsmouth, Hants.
(12 - 16 mixed comprehensive - 825 on roll)
Required January 1984 Head of Mathematics Department, Scale 4. Closing date:- 1st October, 1983.
Apply to Headteacher, enclosing curriculum vitae and s.a.e. for further details and application form. (51816) 133418

OXFORDSHIRE

COUNTY COUNCIL
ST BIRINUS' SCHOOL
Mereland Road, Didcot
(Group 11)
11 - 18 Boys Comprehensive. Roll 900 (Sixth Form of 90)
Required for January, a Head of Mathematics Department - Scale 4
Apply by letter giving curriculum vitae and names of two referees as soon as possible to the Headteacher who will send further particulars of the post. SAE please. (16007) 133418

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE

FAIRLOP HIGH SCHOOL
Forest Road, Hainault, Ilford IG6 3HB

Tel: 01-500 6656

Head, D. J. Grease B.A.

Required for January 1984 a suitably qualified and experienced teacher to be Head of Mathematics in this 11 - 18 mixed split-site comprehensive school. Experience of organising courses across the full range of ability, together with proven teaching and administrative ability, is sought.

The post is on Scale 4 with Outer London Allowance.

Please apply by letter to the Head, giving full details and the names and addresses of two referees, as soon as possible. (18349) 133418

ROTHERHAM

METROPOLITAN COUNCIL

SWINTON COMPREHENSIVE SCHOOL

11 - 18 Mixed. Approx. 1603 on roll. Approx. 156 in 6th form

Required for January, 1984.

HEAD OF MATHEMATICS - SCALE 4.

To lead a large and successful Department.

Closing Date: 27th September, 1983.

Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, East Avenue, Swinton, Mexborough S64 8JW (Tel: Mexborough 582586).

W.B. Mussett, Director of Personnel Resources. (18959) 133418

ROTHERHAM

METROPOLITAN COUNCIL

WATH POPE PIUS X R.C. SECONDARY SCHOOL

11 - 16 Mixed. Approx. 530 on roll

Required for January, 1984.

HEAD OF MATHEMATICS - SCALE 4.

Candidates will have experience which includes successful work at 'O' level and/or 16+ together with C.S.E. Experience in teaching Computer Studies to 'O' level would be an advantage.

Closing Date: 27th September, 1983.

Curriculum Vitae and details of two persons for reference to the Clerk to the Governors, Wath Wood Road, Wath-upon-Dearne, Rotherham S63 7PQ (Tel: Rotherham 873218).

W.B. Mussett, Director of Personnel Resources. (18938) 133418

SUTTON

LONDON BOROUGH OF SUTTON
SUTTON MANOR HIGH SCHOOL FOR BOYS
Head of the Computer Department
See under Secondary, Computing, Heads of Department. (51974) 133418

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
WILLIAM MORRIS SENIOR HIGH SCHOOL
Gainsford Road, London E17
Head: Mrs. J. Dowell
Required for January,
HEAD OF MATHEMATICS SCALE 4 (+ London and Social Priority Allowance) required in this Comprehensive School for pupils aged 14 - 19 years (650 on roll). To lead a team of eight teachers. S/he will be responsible for the mathematical education of the full ability range.
Ref No. P97/360.
Closing date, 30th September.
Application form and further details available on receipt of s.a.e. from Head Teacher. (51579) 133418

Scale 2 Posts and above

BARNSLEY

METROPOLITAN BOROUGH COUNCIL
DARTON HIGH SCHOOL
Churchfield Lane, Kexborough, Barnsley
(11 - 18 Mixed Comprehensive No on roll 1520)
HEADTEACHER: Mr. H Crowther
Required for January 1984 SECOND IN MATHEMATICS DEPARTMENT (Scale 3).
A well qualified and experienced teacher is required to assist in the teaching, organisation and development of the subject to Advanced Level. An interest in, or experience of the teaching of Computer Studies would be an advantage.
This is a re-advertisement post.
Further details are available from the School, on receipt of an SAE.
Application by letter giving full curriculum vitae and the names and addresses of two referees to the Headteacher at the school. (18689) 133420

BRENT

LONDON BOROUGH OF BRENT
ALPERTON HIGH (MIXED) SCHOOL
Stanley Avenue, Wembley HA0 4JE
(Roll: 1304, 11 - 18)
Required from January - DEPUTY HEAD of MATHEMATICS (Scale 3). An experienced graduate teacher of Mathematics is needed to act as Second in a Department of 13 Specialist staff. The Department offers 'A' level in Mathematics, Further Mathematics, Statistics, and Computer Studies as well as 'O' level and C.S.E. in Mathematics and Computer Studies. Ability to offer Computer Studies is an advantage but is not essential for the post. The successful applicant will have considerable opportunity to develop his own ideas throughout the Department.
London Allowance of £987 per annum is payable. Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head Teacher returnable within ten days. (51948) 133420

BUCKINGHAMSHIRE

MILTON KEYNES AREA
RADCLIFFE SCHOOL
Aylesbury Street West, Wolverton, Milton Keynes MK12 5BT
(mixed comprehensive - approximately 1660 on roll)
Required for January 1984, a well-qualified, enthusiastic and experienced teacher to be Second in a very successful Mathematics Department and to teach the full range of ability. (Scale 3 Post).
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, D.J. Gilling M.A. Les.L., giving full curriculum vitae and the names and addresses of two referees. For further details please send a stamped addressed envelope with your application. (18873) 133420

CAMBRIDGESHIRE

HUNTINGDON AREA
ERNULF COMMUNITY SCHOOL
Barford Road, St. Neots, Cambs.
8 - 9 Form Entry Community Comprehensive 11 - 19.
Required for January, a Scale 3 MATHEMATICIAN to be second in department.
Application forms and further details from the Principal at the school (SAE please) (18874) 133420

DURHAM

COUNTY COUNCIL
EASTBOURNE COMPREHENISVE SCHOOL
Darlington
11 - 16 years
1260 on roll
MATHEMATICS
Salary scale 2
Well qualified and experienced teacher required for January, 1984 to be responsible for Computer Studies within the Mathematics department.
Stamped addressed envelope for application form and further details to Area Education Office, 'Craig Lea', Uplands Road, Darlington, Co. Durham.
Closing date for receipt of applications 30th September, 1983. (51844) 133420

SECONDARY MATHEMATICS
continued

CROYDON
LONDON BOROUGH OF CROYDON

ST. MARY'S R.C.
Woburn Road, Croydon CR0 2AB

Tel: 01-686 3837/9

Tenable: 1st January 1984

The Governors of St. Mary's High School require a well qualified Mathematics teacher with experience of teaching all ability and age levels with administrative expertise, required as senior assistant in the department of this mixed 11 - 16 Catholic High School. Experience of teaching Computer Studies and Information Technology would be valuable but not essential.

SALARY:- Burnham Scale 2, with London Area Allowance.

Please send S.A.E. for application form from and returnable to the Headteacher at the above address as soon as possible. (51440) 133420

EALING
LONDON BOROUGH
Education Service
ELLEN WILKINSON HIGH SCHOOL
Queens Drive, Acton W3 0HP
Comprehensive High School for Girls (12 - 18 years)
1170 on roll
Head: Mrs E.M. Phillips, B.A.
A mathematician with an active interest in computing is required for January 1984 at this Comprehensive High School.
The successful applicant will be appointed on a Scale 2 salary and will be a person of proven teaching ability capable of contributing to the work of the Department of all levels including C.S.E., O-Level (SMP) and Advanced Level (London B).
The ability to take over the management and development of a suite of computer programs currently in use for administrative work, would be considered a distinct advantage.
London Weighting payable £939.
Application forms and further details available from the Head (SAE). Forms to be returned by 30th September 1983. (51838) 133420

ESSEX
CECIL JONES HIGH SCHOOL
Eastern Avenue, Southend-on-Sea
Tel: 0702 68000
Roll: 1350
MATHEMATICS, Scale 3
Well qualified and experienced graduate Mathematician as Deputy Head of large department for January 1984.
Further information and forms available from Headteacher (foolscap s.a.e. please).

THE BOSWELLS SCHOOL
Burnham Road, Springfield, Chelmsford CM1 6LY
Tel: Chelmsford 264451
Roll: 1320
FULL-TIME TEACHER OF MATHEMATICS & COMPUTER STUDIES, Scale 2
Graduate required January to join Mathematics department working to 'A' level with special responsibility for organisation of Computer Studies throughout the school.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (51412) 133420

HAMPSHIRE
THE WAVELL SCHOOL
Lynchford Road, Farnborough, Hampshire
(Comprehensive Mixed 11 - 16)
N.O.R. 780
Required for January 1984, Scale 3 post.
A well qualified and experienced MATHEMATICIAN as Second in Department with Computer Education responsibility.
Closing date: 30th September 1983.
Letter of application nominating two referees to Head Teacher with 2 s.a.e. for details. (51822) 133420

HAMPSHIRE
ROMSEY SCHOOL
Greatbridge Road, Romsey SO5 8ZB
11 - 16 Comp Mixed N.O.R. 1000
To teach across whole age and ability range including 'O' level. There is a possibility of a Scale 3 post for a suitable person able to supervise Computer Education within the school.
Letter of application with full curriculum vitae, names and addresses of two educational referees and s.a.e. to Headteacher. (17164) 133420

HARINGEY
Progress with Humanity
WHITE HART LANE SCHOOL
White Hart Lane, London N22 5QJ
Required for January 1984, or as soon as possible, an enthusiastic and energetic Teacher who can teach across the whole ability range. The person appointed will be required to take responsibility for Lower School Mathematics within a large and flourishing department.
White Hart Lane School is a multi-cultural School committed to mixed ability teaching in the first three years. The new S.M.P. (11 - 16) course has been introduced in the department and a hard-working Teacher is sought. The School is committed to equal opportunities.
London Allowance £987 payable. Removal Expenses - 100% allowed in approved cases.
Application forms and further details available from the Head of the School, to whom completed forms should be returned as soon as possible.
Haringey is an equal opportunity employer. (51771) 133420

HARROW
EDUCATION COMMITTEE
MOUNTVIEW HIGH SCHOOL
Fisher Road, Harrow Weald, Middx.
Tel: 01-427 2695
Required for September, 1983, Mathematics Teacher, Scale 2 for this co-educational comprehensive school for pupils aged 12 - 16. The successful candidate will be expected to co-ordinate C.S.E. Mode 2 Every Day Mathematics and to teach pupils from a full range of ability throughout the school.
Application forms from and to be returned to The Headteacher by 27th September, 1983. Please enclose stamped addressed envelope. (51542) 133420

HAVERING
LONDON BOROUGH OF HAVERING
ST. EDWARDS SCHOOL
London Road, Romford RM7 9NX
Tel: Romford 42809
Aided Church of England Comprehensive
(Roll 1020 Mixed: Sixth Form 135)
Headteacher: J.E. Gwinnell, M.A. (Oxon)
TEACHER OF MATHEMATICS, SCALE 3
Experienced and well-qualified teacher of Mathematics required for January 1984. Ability to teach Pure Mathematics to 'A' and 'S' level is essential. Ability to assist with Computer Studies at least to 'O' level will be helpful. This is a very strong department with excellent results and over 70 'A' level candidates across four Advanced Mathematics options. Positive interest in extra-curricular activities is important.
Assistance may be provided with removal expenses.
Letters of application with curriculum vitae and the names of two referees should be sent to the Headmaster within two weeks of the appearance of this advertisement. (51403) 133420

KENT
THE JUDD SCHOOL
Tonbridge TN9 2PN
Required in January at this Voluntary Aided Grammar School of 750 boys a graduate to teach MATHEMATICS at all levels, including Pure Mathematics and Statistics to the Sixth Form. Salary dependent upon qualifications and experience. New entrants to the profession also considered.
Apply to Headmaster (no forms) with full details and names of two referees. (17117) 133420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
THE CONYNGHAM COUNTY SECONDARY SCHOOL
Stirling Way, Ramsgate, Kent CT10 6NB
A teacher of Computer Studies (Scale II) is required in this co-educational secondary modern school from January 1984. Applicants should be able to make a major contribution to the development of Computer Studies including C.S.E. & 'O' Level, and should state other subjects that they are qualified to teach.
Further information is available on request from the Headmaster to whom applications should be made giving full curriculum vitae. (17150) 133420

NORTH YORKSHIRE
COUNTY COUNCIL
KING JAMES'S SCHOOL
King James's Road, Knaresborough HG5 8EP
11 - 18 comprehensive, 1570 on roll, 350 in Sixth Form
SECOND IN MATHEMATICS DEPARTMENT, Scale 3
Required for January 1984 a well qualified and experienced mathematician (Scale 3) to be second in charge of an enthusiastic and successful department with a proven record of success.
Applicants should be confident of making a substantial contribution to the teaching of the department at all levels including 'A' and 'S' work, as well as taking responsibility for the administration of a major part of the department's work. The department offers a wide range of courses pre-16 including Additional Mathematics. In the Sixth Form there are currently 66 students studying 'A' level Mathematics and 15 taking Further Mathematics. Computer work flourishes within the school, but as a separate department offering a range of specialist as well as computer awareness courses.
Applications by letter together with curriculum vitae and the names and addresses of two referees should be sent to the Headmaster from whom further details of the school and post are available. Closing date 26 September 1983. (18687) 133420

NORTH YORKSHIRE
INGMANTHORPE HALL
Wetherby, North Yorkshire
See Special Education. (51781) 133420

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
WALTHEOF SCHOOL
Beaumont Close, Sheffield S2 1RY
Required for January 1984, a suitably experienced, qualified teacher to teach mathematics throughout the school, Scale 2. Experience or interest in working according to Cockcroft Guidelines is desired. SPS allowance payable.
Application forms and further details are available from the Headteacher, to whom completed forms should be returned by no later than 30th September, 1983. (51924) 133420

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
HINDE HOUSE SCHOOL
Shiregreen Lane, Sheffield S5 6AG
Mathematics Teacher - Scale 2
For January 1984, a teacher is required to work with the head of department on all aspects of a developing mathematics curriculum.
Application forms and further details are available from the Headteacher to whom completed forms should be returned by 30th September. (51923) 133420

SHROPSHIRE
EDUCATION COMMITTEE
FITZALAN SCHOOL
Upper Brook Street, Oswestry, Shropshire
11 - 16 Mixed Comprehensive, 6th form entry
Required for January 1984 well qualified, experienced teacher of Mathematics, Scale 2 post. Ability to assist with/take charge of Computer Studies would be an advantage.
Application form and further details obtainable from the Head Teacher (SAE). (17105) 133420

STAFFORDSHIRE
EDUCATION COMMITTEE
CODSALL HIGH SCHOOL
Elliots Lane, Codsall, Wolverhampton WV8 1PG
(13 - 18, 1,000 on roll)
ASSISTANT HEAD OF MATHEMATICS (Scale 3) required for January 1984. An enthusiastic graduate with appropriate experience is required to share responsibility with the Head of Department, the original holder of this post, for the future development of this vital area of the curriculum. Large numbers study Mathematics in the Sixth Form.
The school roll is increasing as a result of new development within the catchment area.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (18898) 133420

SURREY
ROYAL GRAMMAR SCHOOL
Guildford
(HMC to 700 boys 11 - 18)
Required in January 1984, a graduate to teach MATHEMATICS throughout the school, up to and including university entrance. This is an opportunity to join a successful department at a school where academic standards are high. Ability and willingness to help with extra-curricular activities such as rugby and cricket, C.C.F. and Scouts, will be an advantage. Salary: Burnham plus. Scale 2 available for suitably qualified and experienced candidate. Possibility of help with accommodation.
Applications, in the form of a curriculum vitae supported by a letter of application quoting at least two referees, should be submitted as soon as possible to the Headmaster, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. (16917) 133420

SURREY
EDUCATION COMMITTEE
HEATHSIDE SCHOOL
(12 - 16 mixed comp., n.o.r. 650)
Brooklands Lane, Weybridge
SECOND I/C MATHEMATICS
Scale 3, well qualified and experienced teacher required January 1984. Teach throughout, to all levels, preferably with interest in Statistics and/or Computing.
Contact Head (S.A.E. please). (51920) 133420

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
SALE GRAMMAR SCHOOL FOR BOYS
Moss Lane, Sale M33 4NA
Tel: 061 973 4598
MATHEMATICS SCALE 2
Required January 1984 to teach to 'O' and 'A' level throughout the school.
Application forms available from and returnable to the Headmaster at the school. (51780) 133420

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
TOM HOOD SENIOR HIGH SCHOOL Terling Close, London E11
Head: Mr J. Mitchell
Required for January DEPUTY HEAD OF MATHEMATICS SCALE 3 (plus London Allowance and SPA) required in this mixed 10 f.e. comprehensive school for pupils aged 14 - 19 years (700 on roll).
C.S.E., C.E.E., 'O' and 'A' level courses are well established using traditional and modern (SMP) syllabuses. Computer Studies is becoming increasingly important across the curriculum.
Application forms and further details available from the Head Teacher (send s.a.e.), Ref. No. P/81/366.
Closing date 30th September. (51837) 133420

Teach on exchange in U.S.A. all subjects.
See Overseas Appointments. (17471) 133420

Scale 1 Posts

AVON COUNTY
CLEVEDON COMPREHENSIVE SCHOOL
Valley Road, Clevedon, Avon BS21 6AH
Required for October 1983 or January 1984 in this 8 FE mixed comprehensive school with 1350 on roll (160 in the sixth form), Graduate teacher of Mathematics (Scale 1) to teach up to GCE Advanced Level. The ability to take Computer Studies would be an advantage.
Further details and application form, returnable immediately, from the Headmaster (address as above), Tel: 0272 876744. Please enclose sae.
Avon is an equal opportunities employer. (17116) 133422

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
TEACHERS OF MATHEMATICS
Required as soon as possible - Qualified teachers of Mathematics (Scale 1 plus Inner London Allowance £987 per annum. Social Priority Schools Allowance payable.).
Vacancies available at the following schools:
(1) EASTBROOK COMPREHENSIVE SCHOOL
Dagenham Road, Dagenham, Essex
Temporary post, to cover for the sickness absence of another member of staff.
(2) MAYESBROOK COMPRHENSIVE SCHOOL
Cannington Road, Dagenham, Essex
Apply in writing as soon as possible to the Headteacher, giving full curriculum vitae and names and addresses of two referees, one of whom should be your present or immediate past employer. (51526) 133422

BEDFORDSHIRE
NORTHERN AREA
WOOTTON UPPER SCHOOL
Hall End Road, Wootton, Beds.
Headmaster: Mr S. Clews
Tel: Bedford 767123
13 - 18 Co-educational Comprehensive Upper School
No. on roll 1,050, sixth form 180
Required for January 1984, TEACHER OF MATHEMATICS, Scale one, for this rural Upper School.
SMP materials are used and courses have been developed to C.S.E., 'O' and 'A' level in Mathematics, Further Mathematics and Computer Studies. While opportunities for teaching 'O' level and C.S.E. Mathematics exist at present, there will be developing opportunities for 'A' level teaching in the future.
Closing date: 30 September 1983. (51541) 133422

BIRMINGHAM
EDUCATION DEPARTMENT

BYNG KENRICK CENTRAL SCHOOL
Gressel Lane, Birmingham B33 9UF
Tel: 779 6737
Scale 1 teacher of Mathematics with Remedial Education.

GREAT BARR SCHOOL
Aldridge Road, Birmingham, B44 8NU
Tel: 360 3538
Scale 1 Teacher of Mathematics to 'A' level.

LONGMEADOW SCHOOL
Longmeadow Crescent, Birmingham B34 7NE
Tel: 747 3610
Scale 1 Teacher of Mathematics

SMALL HEATH SCHOOL
Muntz Street, Birmingham B10 9RX
Tel: 773 6131
Scale 1 Teacher of Mathematics.

STOCKLAND GREEN SCHOOL
Slade Road, Birmingham B23 7JH
Tel: 373 4607
Required immediately, teacher of Mathematics to 'O' level (preferably with Computer Studies), permanent or temporary post (Scale 2 post available). 600 pupils, 11 - 18, mixed.
Applications to Headteacher. (51643) 133422

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
HOLY TRINITY CE (A) SENIOR SCHOOL
Holdsworth Road, Holmfield, Halifax HX2 9TL
Required as soon as possible for this 4 form entry 11 - 18 comprehensive school a temporary teacher of MATHEMATICS (Scale 1) to teach throughout the school during the 1983/84 academic year.
Letters of application to the Headteacher by 30th September 1983 giving full details of qualifications and experience, and names and addresses of two referees. (16049) 133422

CAMBRIDGESHIRE
LINTON V.C.
Required for January, teacher of MATHEMATICS (Scale 1) to teach to C.S.E. 'O' level S.M.P. in this mixed 11 - 16 comprehensive school (Roll 720).
Apply by letter with full c.v. and names/addresses of two referees to Warden, Village College, Linton, Cambridge CB1 6JB. Details available (S.A.E.). (18880) 133422

Somerset County Council

APPLICATIONS ARE INVITED FROM QUALIFIED TEACHERS FOR THE FOLLOWING POSTS. UNLESS INDICATED OTHERWISE, APPLICATION FORMS AND DETAILS (SAE FOOLSCAP) FROM THE HEAD AT THE SCHOOL.

FURTHER EDUCATION
YEOVIL COLLEGE, YEOVIL
Lecturer Grade I – MATHEMATICS and COMPUTER SCIENCE.
See under Tertiary Colleges.

SOMERSET AND DORSET ACCREDIT CENTRE
STAFF TRAINING CO-ORDINATOR – Lecturer II.
ASSISTANT STAFF TRAINING CO-ORDINATOR – Lecturer II.
See display advertisement in Further Education.

SECONDARY
BISHOP FOX'S SCHOOL, TAUNTON
(11–16 mixed comprehensive, 865)
For January 1984
Well qualified and experienced Teacher, Scale 3, to act as HEAD OF RELIGIOUS EDUCATION.
Closing date 3 October 1983.

ASNFORD SCHOOL, CASTLE CARY
(11–16 mixed comprehensive, 630)
For January 1984
Specialist Teacher of DRAMA and ENGLISH. Possibility of a Scale 2 post for suitable applicant.
Re-advertisement.
Closing date 26 September 1983.

COURT FIELDS SCHOOL, WELLINGTON
(11–16 mixed comprehensive, 820)
For January 1984:
I Teacher of FRENCH, Scale 1, with some German in the Lower School.
II Teacher of PHYSICS, Scale 1 to teach CSE and 'O' level. Also some combined Science to Lower School groups. An interest in Electronics and/or computer use in science teaching would be useful.
Closing date 26 September 1983.

THE WEST SOMERSET SCHOOL ALCOMBE, MINEHEAD
(13–18 Upper comprehensive, mixed, 1,100)
The School's catchment area includes Exmoor, The Brendon and Quantock Hills, as well as the Coastal Area.
I Suitably qualified and experienced Teacher to be HEAD OF ART, Scale 3. Much examination work to CSE, 'O' and 'A' level.
II Suitably qualified and experienced Teacher to be HEAD OF MUSIC, Scale 3. The ability to teach to CSE, 'O' and 'A' level necessary, as is participation in the schools' extra-curricular musical activities.
Closing date 3 October 1983.

SYDENHAM SCHOOL, BRIDGWATER
(11–16 mixed comprehensive, 989)
For January 1984:
I Teacher of PHYSICS and/or PHYSICAL SCIENCE to all levels including CSE/GCE, Scale 1. Ability to teach Electronics and Technology would be an advantage.
II Teacher of MATHEMATICS, Scale 1. Interest in computing an advantage.
III Suitably experienced Graduate Teacher for the post of HEAD OF MATHEMATICS, Scale 4. Interest in computing an advantage.
Applications by letter, to the Head at the school, with curriculum vitae and names of two referees.
Closing date 28 September 1983.

MIDDLE
OAKFIELD SCHOOL, FROME
(9–13 mixed middle, 840)
For January 1984
HEAD OF FRENCH DEPARTMENT, Scale 2.
Closing date 1 October 1983.

PRIMARY
DEPUTY HEADSHIP
HINDHAYES COUNTY INFANTS, STREET
For January 1984
DEPUTY HEAD for this Group 4 school. 202 on roll.
Closing date 3 October 1983.

PRIMARY
ST. JOHN'S CEVA FIRST, FROME
(286) For January 1984
RECEPTION CLASS Teacher, Scale 1
Temporary appointment for two terms only.
Closing date 26 September 1983.

MILVERTON COUNTY PRIMARY, MILVERTON
(164) For January 1984
Teacher, Scale 1 for MIDDLE JUNIOR CLASS.
Temporary appointment.
Closing date 30 September 1983.

ST. JOSEPH'S RCVA PRIMARY BURNHAM-ON-SEA
(205) For January 1984
Experienced Teacher, Scale 2 for UPPER JUNIORS. Responsibility for Physical Education curriculum throughout the school. Extra curricular activities: Gymnastics, Football, Athletics. Practising Roman Catholic preferred.
Applications by letter as soon as possible, to the Head at the School, with names of two referees.

RECKLEFORD COUNTY INFANTS YEOVIL
(100) For January 1984
Teacher, Scale 2 for MIDDLE/TOP INFANTS. A preference given to applicants able to offer expertise in Mathematics or Music – other areas of the curriculum considered.
Re-advertisement, previous applicants will be re-considered.
Closing date 26 September 1983.

SECONDARY MATHS
continued

HAMPSHIRE
CRANBOURNE SCHOOL
Wessex Close, Basingstoke RG21 3NP
11 - 16 Mixed Comprehensive
N.O.R. 1330
Required January 1984, Scale 1 Mathematics to C.S.E./G.C.E. 'O' level.
Applications by letter with c.v. and 2 referees to Headmaster. (51819) 133422

HARINGEY
Progress with Humanity
HORNSEY SCHOOL FOR GIRLS
Inderwick Road, London N8 9JF
1200 on roll, 200 in sixth form
Required for January 1984: PART-TIME TEACHER OF MATHEMATICS (0.60).
London Allowance £987 Payable.
Application forms available from the Head of the School. Forms to be returned to the School by 3rd October 1983.
Haringey is an equal opportunity employer. (51739) 133422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
THE TOWERS SCHOOL
Faversham Road, Kennington, Ashford
Roll: 1150 Co-educational
Required for January 1984 Graduate Teacher of Mathematics, Scale 1. Ability to share in the teaching and development of Computing an advantage. Excellent facilities available, including a well equipped Computer Room with 10 RML 380Zs and 480Zs.
Application by letter, enclosing the names and addresses of two referees to the Headmaster, Mr. C.S. Foster, M.A. at the School.

SEVENOAKS DIVISION
WILDERNESS SCHOOL
Seal Hollow Road, Sevenoaks TN13 3SL
Group 11, 11 - 18 Secondary School (B)
Roll approx. 960 - 6th Form approx. 100
Required as soon as possible a Teacher of Mathematics (Scale 1), to teach Mathematics to C.S.E. and 'O' level. Ability to offer to Computer Studies or Technical Studies an advantage but not essential.
The Wilderness School is a secondary school situated in 30 acres of pleasant rural area close to Sevenoaks.
Applications by letter to the Headmaster with full curriculum vitae, names of two referees and 2 s.a.e.'s as soon as possible. (17151) 133422

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HOLMFIRTH HIGH SCHOOL
Heys Road, Holmfirth, Huddersfield HD7 2QJ
(REF: 989)
Required as soon as possible until the end of the present academic year, a temporary teacher of MATHEMATICS, SCALE 1, to join a thriving department in this semi rural comprehensive school.
Letters of application, giving curriculum vitae and the names and addresses of 2 referees to the Head Teacher as soon as possible. (51795) 133422

NEWHAM
LONDON BOROUGH OF NEWHAM
WOODSIDE COMPREHENSIVE SCHOOL
Woodside Road, London E15
Head Teacher: Mr. M.J. Wallace
Number on roll: 900
TEACHER OF MATHEMATICS Scale 1
Required as soon as possible. To join an enthusiastic team leading to C.S.E. and G.C.E. 'O' and 'A' levels. Courses also provided in Computer Studies and Statistics. Applicants should be willing to work across age range 11 - 16, and full ability range (including slow learners).
London Allowance £987 Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 27th September 1983.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH. (51633) 133422

NEWHAM
LONDON BOROUGH OF NEWHAM
TRINITY SCHOOL
Prestons Road, London E16
Head Teacher: S.D. Thomas
Number on roll: 650 boys
MATHEMATICS TEACHER
Scale 1
Required January 1984 or as soon as possible.
A teacher of Mathematics to cover all abilities and ages in the main school. There will be opportunities in Business Studies to develop Computing.
London Allowance £987 Social Priority Allowance.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 27th September 1983.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BH. (51634) 133422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

GREY COURT SCHOOL
Ham Street, Ham, Richmond, Surrey TW10 7HN

(11 - 16 comprehensive mixed)

Required for January 1984 a teacher of Mathematics (Scale 1 plus Outer London Allowance of £645 p.a.).

A blend of traditional and modern work is being developed in the school, and the post offers good opportunities for a teacher of high calibre working in a well-staffed department. Courses are taken to C.S.E., G.C.E. 'O' Level and additional 'O' Level standards.

Forms and further details (s.a.e.) from the Headmaster of the school, to whom completed forms should be returned as soon as possible. (51729) 133422

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
MYERS GROVE SCHOOL
Wood Lane, Sheffield S6 5HG
Required for January, 1984, for two terms only: a member of staff (scale 1) to join a large Mathematics Department and teach Mathematics up to Year 5.
Application forms and further details are available from the Headteacher, to whom completed forms should be returned by 30th September, 1983. (51931) 133422

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
ABBEYDALE GRANGE SCHOOL
Hastings Road, Sheffield S7 2GU
Required for January 1984, a qualified teacher able to offer general subjects, and particularly lower school mathematics. An interest in physical education would be useful. Scale 1.
Application forms and further details are available from the Headteacher on receipt of a s.a.e. Completed forms should be returned to the Headteacher by no later than 30th September, 1983. (51927) 133422

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
JORDANTHORPE SCHOOL
Dyche Lane, Sheffield S8 8DR
Required for January 1984, two posts for qualified teachers of mathematics.
Firstly, a teacher with a particular interest in lower school mathematics (years 1 - 3) (This is a readvertisement from 9.9.83). Scale 1.
Secondly, a teacher of mathematics and computer studies, Scale 1. Experience of teaching JMB 'O' level mathematics would be an advantage.
Application forms and further details are available from the Headteacher, to whom completed forms should be returned by no later than 30th September, 1983. (51925) 133422

Modern Languages

Heads of Department

BOLTON
METROPOLITAN BOROUGH
SMITHILLS SCHOOL
Smithills Dean Road, Bolton BL1 6JS
(11 - 16)
HEAD OF MODERN LANGUAGES SCALE 4
Well qualified and experienced teacher required from 1.1.84 lead large department. French is taught as first language with German and Latin introduced in second year.
Application forms obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 28th September 1983. (16015) 133618

CUMBRIA
COUNTY COUNCIL
WALNEY SCHOOL
Sandy Gap Lane, Barrow-in-Furness
(Mixed 11 - 16 Comprehensive, n.o.r. 880)
Required for January 1984, Head of Modern Languages, Scale 3, able to teach French and German.
Further details and application forms obtainable from the Head (s.a.e. please) to be returned to the school by 30 September 1983. (18952) 133618

DURHAM
COUNTY COUNCIL
PELTON ROSEBERRY COMPREHENSIVE SCHOOL
Chester-Le-Street
11 - 18 years
1900 on roll
HEAD OF LANGUAGES - Salary Scale 4 - Well qualified and experienced teacher required for January 1984, to organise department, with a proven success rate at GCE A Level in French/German and GCE O level in Latin.
Stamped addressed envelope for application form and further details to Area Education Office, The Education Centre, Front Street, Stanley, Co. Durham.
Closing date for receipt of applications 30th September 1983. (18117) 133618

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF Required for 1 January 1984 or as soon as possible thereafter.
RHYMNEY VALLEY DISTRICT
COMPREHENSIVE SCHOOL LEWIS BOYS'
Pengam
Head of French Department. Experienced and enthusiastic graduate in french to consolidate work at CSE 'O' and 'A' level and to develop a programme of graded objectives and oral/aural teaching in the pre-option years. A willingness to organise pupil exchanges with France essential. Candidates must be fully proficient in spoken French. Pengam is situated within easy reach of Newport, Cardiff and Pontypridd.
Application forms to be returned by 5th October 1983, obtainable on receipt of a stamped addressed, foolscap envelope from the District Education Officer, District Education Office, Caerphilly Road, Ystrad Mynach, Hengoed CF8 7PT.
Canvassing will disqualify.
K.S. Hopkins, Director of Education. (16045) 133618

NOTTINGHAMSHIRE
COUNTY COUNCIL

EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following posts:-

ARNOLD HILL SCHOOL
Gedling Road, Arnold, Nottingham NG5 6NZ

Headmaster:- W.C. Evans, J.P., B.Sc., F.R.G.S.

Mixed: 1726 (11 - 18)

For January, well qualified and experienced graduate teacher (Scale 4) to take responsibility as HEAD OF MODERN LANGUAGES FACULTY. The faculty offers both French and German to 'A' level.

Application forms available (s.a.e. please) from the Headmaster at the school. (51417) 133618

Scale 2 Posts and above

CUMBRIA
COUNTY COUNCIL
QUEEN ELIZABETH GRAMMAR SCHOOL
Ullswater Road, Penrith CA11 7EG
(Voluntary Contolled Comprehensive Co-Educational 13 - 18 n.o.r. 639)
Required for January 1984, a teacher of French (Scale 2) to University entrance level. Ability to teach a second language would be welcome.
Application forms (s.a.e. please) from the Head to whom completed forms should be returned by 28th September, 1983. (18951) 133620

DERBYSHIRE
DERBY SCHOOL
Moorway Lane, Littleover, Derby DE3 7FR

HEADMASTER: B.D. Seager, B.Sc.

(1350 boys and girls)

Required for 1st January 1984. Scale 3, to be Second in Department of Modern Languages, French and German desirable.

Apply by letter with Curriculum Vitae and names of two referees to Headmaster.

Further details and acknowledgements sent on receipt of stamped addressed envelope.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (18995) 133620

ESSEX
THE RAMSEY SCHOOL
Colne Road, Halstead
Tel: Halstead 472481
Roll: 1020
MODERN LANGUAGES, Scale 1/2
Required January - German and French - at least German to 'A' level. Scale 2 for suitably applicant - otherwise probationer.
Apply with c.v. to Headteacher (foolscap s.a.e. please). (51829) 133620

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
ETONBURY MIDDLE SCHOOL
Stotfold Road, Arlesey, Bedfordshire SG15 6XS
Headmaster: Mr G. Yates
Tel: Hitchin 730391
9 - 13 Middle School, on roll 530 approx.
Required from October 1983, a TEACHER OF FRENCH, Scale one, to cover a period of maternity leave. En Avant (Stage 1) and Action (Stages 1,2,3) courses are followed.
Application forms and further details from the Headteacher, sae please. (51537) 133622

BEXLEY
LONDON BOROUGH
ERITH SCHOOL
Avenue Road, Erith, Kent DA8 3BN
Tel: Erith 48231/6
Co-educational, bilateral school
Required as soon as possible to cover maternity absence, teacher of German, Scale 1 (graduate preferred), to join a large and well-established department. The successful applicant can expect to teach across the full ability and age ranges. The department provides courses to GCE 'O' and 'A' levels and to CEE and CSE examinations.
The ability to offer help in another language (French, Spanish or Latin) would be very desirable.
Further details and application forms can be obtained from the Headmaster. L.A.A. £645. (51577) 133622

BIRMINGHAM
EDUCATION DEPARTMENT

JOSIAH MASON SIXTH FORM COLLEGE
Hampton Road, Birmingham B23 7JL

Tel: 382 4757

Permanent appoint to the Birmingham Education Authority but on temporary location to this school for the 12 - 16 age range. Scale 1 teacher of Modern Languages.

RILAND BEDFORD SCHOOL
Upper Holland Road, Sutton Coldfield B72 1RD

Tel: 355 5626

Required at half-term for a temporary period due to maternity leave, Scale 1 teacher of Modern Languages.

SMALL HEATH SCHOOL
Muntz Street, Birmingham B10 9RX

Tel: 773 6131

Required Scale 1 teacher of French

Applications to Headteachers. (51644) 133622

BIRMINGHAM
CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
BISHOP WALSH R.C. SCHOOL (V.A.)
Wylde Green Road, Sutton Coldfield B76 8QT
Tel: 021 351 3215
Required at once, teacher for German to A-level and French (Scale One).
Temporary post due to Maternity leave.
Application forms from Clerk to the Governors, c/o Headmaster at the School. (17175) 133622

DERBYSHIRE
ST. MARY'S R.C. HIGH SCHOOL
Newbold Road, Upper Newbold, Chesterfield S41 8AG
5 f.e. 11 - 18 co-educational comprehensive school serving Chesterfield and N.E. Derbyshire. New purpose-built accommodation.
For January 1984, TEACHER OF FRENCH, mainly in the Lower School. Please state other subjects offered.
Application form and further details from and return to the Chairman of Governors, care of the school. (foolscap s.a.e. please).
DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (18113) 133622

ESSEX
SAFFRON WALDEN COUNTY HIGH SCHOOL
Audley End Road, Saffron Walden CB11 4UH
(Roll 1470: Sixth Form 190)
11 - 18 Co-educational comprehensive
Tel: 0799 27585
TEACHER OF FRENCH AND GERMAN, Scale 1
Required January 1984 to share teaching of French and German throughout School. Strong department; well established courses to university entrance.
Letters of application, including curriculum vitae and names and addresses of two referees, to Headteacher from whom further details are available (foolscap s.a.e. please).

HEDLEY WALTER SCHOOL
Sawyer's Hall Lane, Brentwood
(Roll 1055)
Tel: Brentwood (0277) 220808
LANGUAGE, Scale 1 - TEMPORARY - Maternity Leave
Required January, Language Graduate to teach German, ability to offer French an advantage.
Further details and application form from Headteacher (foolscap s.a.e. please). (51411) 133622

HEREFORD AND WORCESTER
COUNTY COUNCIL

WOLVERLEY HIGH SCHOOL
Wolverley, Kidderminster, Worcestershire

Mixed Comprehensive (13 - 19) Group 11

Teacher of French required for January 1984, or earlier if possible.

Applicants should be graduate with French as a main interest, subsidiary German useful but not essential.

The Department teaches to C.S.E., 'O' and 'A' levels and 6th Form work will be available to suitable candidates.

Probationers will be seriously considered. Scale 1.

Apply in writing to the Headmistress with C.V. together with names of 2 referees. (18946) 133622

KENT
COUNTY COUNICL
EDUCATION DEPARTMENT
DARTFORD DIVISION
DOWN SCHOOL
Green Street, Green Road, Dartford, Kent
Roll 1750 (mixed)
Graduate teacher of French required at this 11 - 18 Wide Ability School, Scale 1. Candidates seeking first appointment will be considered.
Courses are available up to C.S.E. and G.C.E. 'O' and 'A' Level.
Pleasant site on outskirts of Dartford with easy access to London and Kent coast and countryside. Purpose built buildings with good facilities.
Applications to the Headmaster with full curriculum vitae, s.a.e. and the names of two referees. (17152) 133622

LONDON
URSULINE CONVENT
15 The Downs, Wimbledon, London SW20 8HD
Girls Comprehensive High School
13 - 18, 840 on roll
Required January part-time teacher of French (.6) to 'A' Level and with an interest in French Literture. Ability to teach German desirable Scale 1, temporary post for two terms in the first instance.
Please apply to the Headmistress with testimonials and s.a.e. for acknowledgement, giving the names and addresses of two referees. (51435) 133622

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

GREY COURT SCHOOL
Ham Street, Ham, Richmond, Surrey TW10 7HN

(11 - 16 mixed comprehensive)

Required for September 1983 (or as soon as possible thereafter), teacher of FRENCH, Scale 1 (unestablished). Courses are taught to 'O' and CSE Levels and all pupils study French in their first three years. German is taught from the second year.

Further details and forms (s.a.e.) from the Headmaster of the school to whom completed forms should be returned as soon as possible. (51725) 133622

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
ASHLEIGH SCHOOL
Gleadless Road, Sheffield S12 2QB
Required for November a temporary Teacher of French to cover a period of maternity leave for approximately two terms. Candidates wishing to teach full-time or part-time will be considered. Scale 1.
Application forms and further details are available from the Headteacher, to whom completed forms should be returned by 30th September, 1983. (51930) 133622

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
NEWFIELD SCHOOL
Lees Hall Road, Sheffield S8 9JP
Required for December 1983, and for the Spring and Summer terms 1984 to cover a colleague on maternity leave, a teacher of German and French, Scale 1, to teach German across the full ability and age range up to 'O' level and French up to 3rd year.
Application forms and further details are available from the Headteacher to whom completed forms should be returned by no later than 30 September 1983. (51944) 133622

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
PENNYWELL SCHOOL
(GROUP 12)
Portsmouth Road, Sunderland SR4 9BA
Required for October, 1983 - Teacher of French (Scale 1) on a temporary basis to cover for a teacher on maternity leave.
Application forms obtainable from the Headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to him by 30th September, 1983. (51966) 133622

WILTSHIRE

HARDENHUISH SCHOOL
Chippenham, Wiltshire

Required for January 1984 or sooner, a well qualified teacher of French to teach the subject to all levels in this mixed 11 - 18 comprehensive school (n.o.r. 1150). An ability to teach P.E. would be an added recommendation but not essential.

The school lies to the north of Chippenham in a pleasant parkland setting and serves the town and a number of outlying villages.

For further particulars and application form write to the Headmaster, Hardenhuish School, Hardenhuish Lane, Chippenham, Wiltshire SN14 6HW. (s.a.e. please). (51561) 133622

Music

Heads of Department

BRENT
(LONDON BOROUGH OF BRENT)
PRESTON MANOR HIGH (MIXED) SCHOOL
Carlton Avenue East, Wembley, HA9 8NA
(Roll 1,277, 11 - 18).
Required from January or sooner if available - HEAD of MUSIC DEPARTMENT (Scale 3) in this Comprehensive School. This is a post for an experienced and successful teacher who is able to develop still further the 'O' and 'A' level work to introduce CSE and extend the Choral and Orchestral work of the School. A commitment to Ethnic Minority is also essential. The successful applicant will be assisted by one full time Music Teacher and a large co-ordinated team of visiting instrumental staff. Excellent Music has already been established in the main feeder Primary Schools with which there are close links.
In short, this post is for a skilful musician and teacher who has energy, drive and vision.
Application forms (sae) and further details obtainable from Headteacher returnable by 5 October.
London Allowance of £987 per annum is payable.
Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-Cultural Education. (17975) 133818

DERBYSHIRE

ST. THOMAS MORE SCHOOL (V.A.)
Upper Moor Road, Derby DE2 9BY

11 - 18 Mixed Comprehensive

Required for January, 1984, a Head of Music, scale 3.

Application form and further details are available from the headmaster (s.a.e. please). Closing date 30th September.

Derbyshire County Council is an equal opportunity employer. (18986) 133818

Cornwall
CORNWALL EDUCATION COMMITTEE
There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

COMPREHENSIVE SCHOOLS
LOOE SCHOOL,
Sunrising, East Looe, Cornwall
Group No. 8, No. on Roll 600
HEAD OF MUSIC – SCALE TWO
Applications are invited for this post from January, 1984. Application forms/further details from the Headteacher on receipt of a S.A.E.

SPECIAL EDUCATION
CORNWALL COUNTY AUDIOLOGY SERVICE TEACHER
Scale Two + Special Schools Allowance
Applications are invited from teachers holding a recognised qualification in the education of the deaf for a new post, as assistant teacher in a well established department catering for children with partial and profound hearing loss, at Poltair Comprehensive School, Trevarthian Road, St. Austell. The appointment will be made from January, 1984. The department functions on a highly integrated timetable and uses an aural teaching approach.
Application forms (which should be returned as soon as possible) and further details are obtainable from: The Secretary for Education (Special Services), County Hall, Truro, Cornwall, TR1 3BA (Ref: SPEC/GHP).
Closing date: Monday 3rd October, 1983.

PRIMARY HEADSHIP
ST DENNIS C. P. JUNIOR SCHOOL
Carne Hill St. Dennis, St. Austell, Cornwall.
Group No. 3, Vacant from 1st May, 1984.
Closing date 7th October, 1983.
Applications are invited from suitably qualified teachers for the above Headship.
Application form and further details available on receipt of a S.A.E. from the Secretary for Education, Schools Section, County Hall, Truro, Cornwall TR1 3BA. 15613

SECONDARY MUSIC
continued

DERBYSHIRE

THE HATTON SCHOOL
Station Road, Hatton, Derbys

HEAD OF DEPARTMENT SCALE 3

Wanted for January 1984, an experienced, able and enthusiastic teacher to take over and develop Music to 'O' and 'A' level. Music is strong and popular in school, with c. 30 in the band and a tradition of mass participation in Musical Shows/Concerts.

The Hatton School is an 11 - 18 comprehensive of 720 pupils, pleasantly situated in the valley of the lower dove, with a rural catchment area.

This post offers considerable opportunity to the person appointed, and the last two heads of department both have left to become Deputy Heads. This is a re-advertisement and all previous applicants need only notify their interest: because of administrative problems at school there were no interviews last term.

Application by detailed letter plus curriculum vito to the Head, naming two educational referees. Further details sent on receipt of s.a.e.

Derbyshire County Council is an equal opportunity employer. (17107) 133818

ESSEX

SAFFRON WALDEN COUNTY HIGH SCHOOL
Audley End Road, Saffron Walden CB11 4UH
Tel: 0799 27385
(Roll 1470: Sixth Form 190)
11 - 18 Co-educational comprehensive
HEAD OF MUSIC, Scale 3 or 4

Required January 1984, well-qualified, experienced, versatile musician to lead well-established department with courses to university/college entrance. Strong school musical tradition, excellent opportunity for committed teacher.

Letters of application, including curriculum vitae and names and addresses of two referees, to Headteacher from whom further details are available (foolscap s.a.e. please).

THE BOSWELLS SCHOOL
Burnham Road, Chelmsford
Tel: Chelmsford 264451
(Roll 1320)
HEAD OF MUSIC, Scale 3
Able teacher required January develop rich musical education children all ages and abilities and cultivate general musical life of school.

Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (51410) 133818

NORTHAMPTONSHIRE

DUSTON UPPER SCHOOL
Berrywood Road, Duston, Northampton NN5 6XA

HEAD OF MUSIC

Required for January 1984 a Head of Music at this co-educational comprehensive Community School. Scale 3 post available.

Further details and application form from the Headmaster (SAE please) (18110) 133818

SEFTON

METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
HEAD OF PERIPATETIC MUSIC SERVICE: SCALE 4
Required for 1st January 1984.

This is a newly created post for a suitably qualified and experienced person to be responsible for the general organisation and administration of the Authority's team of peripatetic instrumental teachers. The person appointed will be expected also to undertake some instrumental teaching and to assist with the Authority's Youth Orchestra, Training Orchestra and Schools' Concert Band.

A casual car users' allowance is payable.

Application forms and further particulars may be obtained (on receipt of s.a.e.) from the Chief Education Officer, Burlington House, Crosby Road North, Waterloo, Liverpool L22 0LQ, to whom completed applications should be returned by 30th September 1983. (17119) 133818

SOMERSET

THE WEST SOMERSET SCHOOL
Minehead,
HEAD OF MUSIC SCALE 3
See Somerset composite. (18698) 133818

STAFFORDSHIRE

EDUCATION COMMITTEE
FAIR OAK COMPREHENSIVE SCHOOL
Penkridge Bank Road, Rugeley WS15 2UE
Required for January 1984 HEAD OF MUSIC DEPARTMENT (Scale 3) at this 11 - 18 Comprehensive School with G.C.E. 'O' and 'A' level work. Music is housed in a self-contained suite and many instrumental and vocal ensembles meet out of school.

Further particulars and application forms obtainable from and returnable to the Headteacher (s.a.e.).

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (19000) 133818

WAKEFIELD

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
CASTLEFORD HIGH SCHOOL
Mixed Comprehensive (12 - 18)
(1279 on roll)
Required for January 1984 a HEAD OF MUSIC, Scale 3. This is an excellent opportunity for a vigorous teacher to develop the place of music within the school. Further details on request.

Application forms available (on receipt of a s.a.e.) from Chief Education Officer, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement.

Unless applicants receive notification within 6 weeks of the specified closing date, would they please assume they have been unsuccessful. In the interests of economy individual letters will not be sent. (51440) 133818

ROYAL GRAMMAR SCHOOL
Guildford

(HMC, 700 day boys, 200 in 6th Form)

Required January or April 1984 DIRECTOR OF MUSIC.

Full details from Headmaster's Secretary, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. (18898) 133818

Scale 2 Posts and above

BURY

METROPOLITAN BOROUGH OF BURY
MUSIC (Scale 3)
ELTON HIGH SCHOOL
Walshaw Road, Bury
Required from 1st January 1984.

Application forms and further details obtainable from and returnable to the Head Teacher at the School by Friday 30th September 1983. (51903) 133820

DEVON

Please see displayed advertisement on page 60. (5175) 133820

ESSEX

MOULSHAM HIGH SCHOOL
Brian Close, Chelmsford
Tel: Chelmsford 60101
Roll: 1680
TEACHER OF MUSIC, Scale 2
Required January 1984, to accept responsibility for the School Orchestra. The Department is well-equipped and accommodated in a suite of rooms.

Letters of application and curriculum vitae with referees to the Headteacher whence further details can be obtained (foolscap s.a.e. please). (51830) 133820

ISLE OF WIGHT

COUNTY COUNCIL
CARISBROOKE HIGH SCHOOL
Mountbatten Drive, Newport, Isle of Wight PO30 5QU
HEAD OF MUSIC (SCALE 3)
- READVERTISEMENT
Applications are invited from well-qualified and experienced teachers of Music for the post of Head of Music, vacant from 1 January 1984, at this coeducational 13 - 18 comprehensive school of 1150 students. An energetic and enthusiastic teacher is sought who will wish to bring an experience of music to as many students as possible and who will be happy to work as a member of a team of staff in the Creative Arts Faculty. The teaching programme is flexible to facilitate close cooperation with dance and drama staff. It is hoped that the teacher appointed will develop fruitful liaison with partner middle schools.

Application forms and further details are available from the Headmastr to whom applications should be returned by 30 September 1983. All previous applications will be reconsidered. (51604) 133820

LEICESTER

LEICESTERSHIRE SCHOOL OF MUSIC
The Rowena Building, College Street, Leicester

SCALE 3 (£7,359 - £10,497)
Lesser experienced candidates will be considered for a Scale 2 post

Required as soon as possible: horn specialist with professional playing and teaching experience.

Further details from the Head (S.A.E). Apply immediately (no forms) with full particulars and names and addresses of two referees (S.A.E.). (17994) 133820

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

INSTRUMENTAL MUSIC TEAM

Required for January 1984, Instrumental Woodwind Teacher Scale 1/2. Required to teach oboe and the ability to teach bassoon and other woodwind instruments could be an advantage. Group tuition is encouraged and there is a thriving tradition of instrumental provision. The post is likely to include involvement within the Music Centre activities on Saturday mornings and could offer the opportunity for playing with the Staff Orchestra/ensemble.

Application forms and further details available from and returnable to Director of Education, Education Dept, P.O. Box 41, West Bromwich, West Midlands B70 8RG.

Closing date 30th September 1983

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (51617) 133820

WAKEFIELD

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
ST. JOSEPH'S R.C. J & I SCHOOL
South Kirkby, Moorthorpe.
147 on roll
Required as soon as possible an experienced TEACHER willing to accept responsibility for MUSIC throughout the school. Scale 2 for a suitable candidate. Candidates should be practising catholics.

Application forms available (on receipt of a s.a.e.) from Chief Education Officer, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement.

Unless applicants receive notification within 6 weeks of the specified closing date, would they please assume they have been unsuccessful.

In the interests of economy individual letters will not be sent. (51454) 133820

Scale 1 Posts

BEDFORDSHIRE

COUNTY COUNCIL
COUNTY STAFF (MUSIC)
Required as soon as possible after 31st October 1983, a full time, peripatetic, Percussion Teacher, scale 1.

Application forms and further details from the Chief Education Officer, (FAO Mr M. Rose), County Hall, Cauldwell Street, Bedford. (Sae please).

The Council is an equal opportunity employer. (51536) 133822

SALFORD

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY
Please see Further Education Section for details of lecturing posts in Music. (51592) 133822

MERTON

LONDON BOROUGH OF MERTON
EASTFIELDS HIGH SCHOOL
Acacia Road, Mitcham, Surrey CR4 1SF
HEAD TEACHER: Mr. J. Colclough
TEL. 01-648 6627
AGE RANGE: 13 - 18 years
NO. ON ROLL: 520
Required as soon as possible, a temporary Scale 1, 0.5 part-time Music teacher able to take classes up to 'O' level. A willingness to work with the Drama Groups would be an advantage.

London allowance £987.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.

CLOSING DATE: as soon as possible. (51625) 133822

Pastoral

Heads of Department

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
CHAUCER SCHOOL
Wordsworth Avenue, Sheffield S5 8NR
Required for January 19[illegible], Head of Guidance, Scale [illegible]

Details and application forms are available from the Head Teacher to whom completed forms should be returned by Friday [illegible] September 1983. (5193[illegible]) [illegible]

EAST SUSSEX OPPORTUNITIES

Primary

Head Teacher
FRANT CEP SCHOOL (Controlled)
Frant, Tunbridge Wells TN3 9DT
Roll: 82

Required from January 1st 1984: Head Teacher (Group 2). Relocation grants available in approved cases.
Application forms and further details (sae please) from and returnable to the County Education Officer (address below). Closing date: 30th September.

Deputy Head Teacher
MILE OAK COUNTY PRIMARY SCHOOL
Graham Avenue, Portslade BN4 2WN

Required from April 30th 1984: Deputy Head Teacher – Group 6. This is an all-through Primary School (5–11 years). Applicants should state particular strengths and interests. Science would be an advantage. Relocation grants available in approved cases.
Application forms (sae please) from the County Education Officer (address below) to be returned to the Head Teacher by 30th September.

Deputy Head Teacher
ST JOHN'S CE (Aided) JM & I SCHOOL
School Lane, St John's, Crowborough TN6 2SD
Roll: 217

Required from January 1st 1984: Deputy Head – Group 5. Communicant member of the Church of England preferred. Relocation grants available in approved cases.
Application forms (sae please) from the County Education Officer (address below) to be returned to the Head Teacher by 30th September.

Teacher – Scale 2
BLACKBOYS C of E (Aided) PRIMARY SCHOOL
School Road, Blackboys, Uckfield TN22 2LL

Required from January 1984: Experienced Teacher able to offer specialism in any of the following: mathematics, science, reading or English. Scale 2 post for suitably qualified person. Applicants must be committed Christians. Relocation grants available in approved cases.
Application forms (sae please) from the County Education Officer (address below) to be returned to the Head Teacher by 30th September.

Teacher – Scale 2
ST NICOLAS CE (Aided) JUNIOR SCHOOL
Locks Hill, Portslade BN4 2LA
Roll: 245

Required from January 1984: An experienced and enthusiastic Teacher to be in charge of class of first year juniors in this two-form entry CE school. Ability to play piano essential; interest in PE and/or boys' games welcome. Applicants should be active members of a christian church, preferably Church of England. Previous applicants will be reconsidered. Relocation grants available in approved cases.
Application forms (sae please) from the County Education Officer (address below) to be returned to the Head Teacher by 30th September.

Brighton and Hove
Two temporary full-time teachers (Scale 1) required from January 1984 for 5 terms. Appointment will be to the Authority, with initial attachment to one of the following schools:

ST. ANDREWS CE (Aided) FIRST & MIDDLE SCHOOL
Monmouth Street, Hove BN3 3YT
Roll: 290

Required from January 1st 1984: Temporary experienced reception class Teacher (Scale 1) for five terms. Regular communicant member of the Church of England preferred.
Application forms (sae please) from the County Education Officer (address below) to be returned to the Head Teacher by 30th September.

DOWNS MIDDLE SCHOOL
Rugby Road, Brighton BN1 6ED
Roll: 345

Required from January 1984: Temporary class Teacher (Scale 1) for second year – for five terms. Ability to assist with athletics and/or boys' games an advantage.
Application forms (sae please) from the County Education Officer (address below) to be returned to the Head Teacher by 30th September.

Middle Schools

Teacher – Scale 2
PATCHAM MIDDLE SCHOOL
Ladies Mile Road, Brighton BN1 8TA
Roll: 272

Required from January 1st 1984: Experienced Teacher (Scale 2) to be responsible for the co-ordination of Mathematics teaching throughout the school. Relocation grants available in approved cases.
Application forms (sae please) from the County Education Officer (address below) to be returned to the Head Teacher by 30th September.

Teacher – Scale 2
ST ANDREWS CE (Aided) FIRST & MIDDLE SCHOOL
Monmouth Street, Hove BN3 3YT
Roll: 290

Required from January 1st 1984: Experienced Teacher (Scale 2) to be responsible for language development throughout middle school, with close liaison with first school. To co-ordinate teaching in this area of the curriculum and to organise setting-up of a new library and display area. Applicants should be regular communicant members of the Church of England. Relocation grants available in approved cases.
Application forms (sae please) from the County Education Officer (address below) to be returned to the Head Teacher by 30th September.

Secondary

Head of Science Department – Scale 4
HAMPDEN PARK SCHOOL
Brodrick Road, Eastbourne BN22 9RQ
Comprehensive mixed, 11–16. Roll: 905

Required from January 1984: Head of Science Department (Scale 4). Suitably qualified and experienced scientists are invited to apply; physicist preferred. Relocation grants available in approved cases.
Application forms (sae please) from the Head Teacher. Closing date: 30th September.

Head of Lower School – Scale 3
ST RICHARD'S RC SCHOOL
Ashdown Road, Bexhill-on-Sea TN40 1SE
Comprehensive mixed (Group 8), 11–16. Roll: 604

Required from 1st January, 1984: Head of Lower School (Scale 3) to take particular responsibility for years 1 and 2 and liaison with primary schools. Practising Roman Catholic preferred.
Application forms and further details (sae please) from and returnable to the Head Teacher by 30th September.

Head of Computer Studies – Scale 3
PORTSLADE COMMUNITY COLLEGE
Chalky Road, Portslade, Brighton BN4 2WS
Community College (Comprehensive), 11–19. Roll: 1,500

Required from 1st January, 1984: Head of Computer Studies (Scale 3) to develop computer studies across age and ability range. Physical science/electronics background particularly welcome. 'O' and 'A' courses already established. Relocation grants available in approved cases.
Application forms (sae please) from the Principal.

Teacher of Computer Studies – Scale 2
WILLINGDON SCHOOL
Broad Road, Lower Willingdon, Eastbourne BN20 9QX
Comprehensive mixed, 11–16. Roll: 850

Required from January 1984: Teacher of Computer Studies (Scale 2). To run well-established courses from the third year towards GCE and CSE examinations and to develop computer applications. Some junior Mathematics teaching also required. Relocation grants available in approved cases.
Application forms (sae please) from the Head Teacher.

Teacher of Craft, Design, Technology – Scale 2
WILLIAM PARKER SCHOOL
Parkstone Road, Hastings TN34 2NS
Voluntary controlled boys' comprehensive 11–18.
Roll: 1,350 (Sixth Form 170)

Required from January 1st 1984: Experienced Teacher of Craft, Design, Technology (Scale 2) to teach throughout the school. Lively department; well equipped workshops. Relocation grants available in approved cases.
Application forms (sae please) from and returnable to the Head Teacher.

Special Schools

Deputy to Teacher in Charge – Scale 3
LEARNING SUPPORT SERVICE
Tilbury House, Florence Place, Brighton BN1 7GU
Tel: 0273 550317

Required from 1st January, 1984: Deputy to the Teacher in Charge (Scale 3). A well-qualified and experienced teacher is required for this mainly peripatetic service for children who display specific learning difficulties. Full-time, permanent position. Mileage allowance payable. Relocation grants available in approved cases.
Further details (sae please) from the Teacher in Charge.

Teacher – Scale 2(S)
THE DOWNS SCHOOL
Foredown Road, Portslade-by-Sea BN4 2FU
ESN(M), 5-16. Roll: 83

Required from January 1984: Teacher, Scale 2(S), to teach general subjects and to be responsible for curriculum development in language and reading – and display throughout the school. Please state which age group you prefer to teach. Relocation grants available in approved cases.
Application forms (sae please) from the County Education Officer (address below) to be returned to the Head Teacher by 30th September.

Teacher – Scale 2(S)
EAST QUINTON SCHOOL
Eastbourne Road, Seaford BN25 4BA
Special Residential, 7–16. Roll: 65

Required from January 1984: Teacher to be responsible for the teaching of Art & Craft throughout the school and to teach basic subjects to a small group of 12 to 14 year old emotionally disturbed children. Scale 2(S) post available for suitable qualified applicant. Extraneous duties required and sleeping-in duties on a rota basis. Relocation grants available in approved cases.
Application forms (sae please) from the County Education Officer (address below) to be returned to the Head Teacher by 30th September.

Teacher – Scale 1
THE DOWNS SCHOOL
Beachy Avenue, Eastbourne BN20 8NU
Ages 2½–9. Roll 45

Required from January 1984: Two experienced nursery trained Teachers – Scale 1, plus special schools allowance. To develop new nursery provision for children with special needs. Keen, lively approach desirable. Previous experience an advantage. Relocation grants available in approved cases.
Application forms (sae please) from the County Education Officer (address below) to be returned to the Head Teacher by 30th September.

Teacher – Scale 1
EAST QUINTON SCHOOL
Eastbourne Road, Seaford BN25 4BA
Special Residential, 7–16. Roll: 65

Required from January 1984: Teacher on Scale 1 plus special schools allowance to be responsible for small class group of emotionally disturbed 12 to 14 year old children. Extraneous duties required and sleeping-in duties on a rota basis. Relocation grants available in approved cases.
Application forms (sae please) from the County Education Officer (address below) to be returned to the Head Teacher by 30th September.

Teacher – Scale 1
WOODSIDE SCHOOL
Woodside School Road, Lewes Road
Moulsecoomb, Brighton BN1 7LA
ESN(M). Roll: 97

Required from January 1984: Teacher for a class of 9–10 year-olds in this school for slow learning children aged 3–12. Scale 1 plus special schools allowance. Relocation grants available in approved cases.
Application forms (sae please) from the County Education Officer (address below) to be returned to the Head Teacher by 30th September.

The County Education Officer,
PO Box 4, County Hall,
St Anne's Crescent,
Lewes BN7 1SG.

East Sussex

SECONDARY PASTORAL EDUCATION
continued

NORTH YORKSHIRE

COUNTY COUNCIL
NORTHALLERTON GRAMMAR SCHOOL
Grammar School Lane, Northallerton DL6 1DD
Required for January 1984, a HEAD OF SIXTH FORM, Scale 4, to be responsible for the organisation, discipline and guidance of 270 of Sixth Formers (180 of whom are on 'A' level courses) in this 14 - 18 comprehensive school of 1000 pupils.

There are 14 Sixth Form Tutors and an Assistant Head of Sixth Form.

Candidates should apply by letter (no forms) providing a curriculum vitae and the names of two referees, to the Headmaster at the school, from whom further particulars are available.

Closing date for applications, 28th September 1983. (18690) 134018

SUNDERLAND

BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
MONKWEARMOUTH SCHOOL
Torver Crescent, Sunderland, SR6 8LG
(GROUP 13)
Required for January, 1984:- HEAD OF HOUSE (Scale 4).

Applications are invited from experienced and well-qualified teachers for the post of Head of House in Monkwearmouth School a large 11 - 18 comprehensive with a Sixth Form of over 200 pupils.

The successful applicant will be required to take responsibility for the pastoral care and social organisation of up to 360 11 - 16 year old pupils and fifteen House Group Tutors.

The House system is organised vertically in years 1 - 5 and the six Heads of House work under the direct supervision of the Second Mistress.

Application forms obtainable from the Headteacher at the school on receipt of a stamped addressed foolscap envelope to be returned to him by 30th September, 1983. (16018) 134018

Scale 2 Posts and above

DEVON

Please see displayed advertisement on page 60. (51752) 134020

LEICESTERSHIRE

THE BURLEIGH COLLEGE
Thorpe Hill, Loughborough, Leics

In the Leicestershire plan for the re-organisation of secondary education.

14 - 18 Upper

Roll 1600

ASSISTANT BOARDING MISTRESS SCALE 2

Required January, a qualified teacher to act as Assistant Boarding Mistress at the girls boarding house (Field House) and to teach in the Upper School.

Further details from the Head (S.A.E.). Apply immediately (no forms) with full particulars and names and addresses of two referees (S.A.E.) (17997) 134020

DONCASTER

HAYFIELD COMPREHENSIVE SCHOOL
Hurst Lane, Auckley, Doncaster DN9 3HG

Tel: 0302 770589

YEAR TUTOR, Scale 4

Teaching Subject: Physics.

Required for January 1984.

Due to the appointment of our current year 4/5 Year Tutor to a Deputy Headship the school has a vacancy for an Upper School Year Tutor (alternating year 3,4,5) with an interest in a Guidance and Life - skills programme, and the ability to teach Physics to 'O' and 'A' level. Applicants should be experienced teachers with a positive interest in a post involving pastoral and academic work.

Hayfield School is an 11 - 18, 900 pupils comprehensive school, on a rural site next to R.A.F. Finningley. The school catchment includes Bawtry Market Town, commuter villages for South Doncaster and a 20% R.A.F. service pupil element.

Application forms and a full role description are available from the Headmaster (A. Storey B.A.) at the above address. (18969) 134020

Scale 1 Posts

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
CHAUCER SCHOOL
Wordsworth Avenue, Sheffield S5 8NH
Required for November 7th 1983 a temporary teacher of Guidance to replace a member of Staff taking maternity leave Scale 1.

Details and application forms are available from the Headteacher to whom completed forms should be returned by Friday 30th September 1983. (51934) 134022

Physical Education

Heads of Department

AVON COUNTY

BROADLANDS SCHOOL
St. Francis Road, Keynsham, Bristol BS18 2DY
Tel: Keynsham 4791
(Co-educational 11 - 18 Comprehensive)
Required from January 1984, a suitably qualified and experienced specialist as Head of Physical Education (Scale 3). A keen and informed interest in curriculum development essential, as is the ability to teach Mathematics.

Further details from, and letters of applications to, the Headteacher immediately giving full details of qualifications, experience and names of two referees, enclosing sae.

Avon is an equal opportunity employer. (16040) 134218

Buckinghamshire Milton Keynes Area

STANTONBURY CAMPUS
Stantonbury, Milton Keynes MK14 6BN

Two Challenging New Posts at STANTONBURY CAMPUS

1. Head of Department for Children with Moderate Learning Difficulties (Scale 3)

2. Teacher to assist in the Department (Scale 2)

Required for January 1984 or as soon as possible.

Head of Department (Scale 3)
Candidates should have had successful teaching experience in special education, or remedial departments, with children in the secondary school age range who have moderate learning difficulties. They should also be interested in the integration of such students into the normal life of the school.

Assistant Teacher (Scale 2)
With similar experience to provide appropriate support in the Department.

The Department will be an integral part of the Campus and will have responsibility for up to 25 children with mild or moderate learning difficulties and on whom a Statement is maintained under the 1981 Education Act. It will be staffed by three teachers and a welfare assistant and will be resourced appropriately.

The Department will be seen as a centre of expertise within the Campus as a whole.

Stantonbury Campus is a large Education and Leisure Community Campus serving the northern half of the new city of Milton Keynes.

Application forms and further details are available from Geoffrey Cooksey MA, Director, on receipt of a foolscap stamped addressed envelope.

HERTFORDSHIRE

HERTFORDSHIE EDUCATION COMMITTEE
HERTFORDSHIRE AND ESSEX HIGH SCHOOL
Warwick Road, Bishop's Stortford CM23 5NJ
900+ girls: Sixth Form 170+
Includes boys
London and Cambridge 30 miles
Required for January, well qualified and experienced specialist as Head of Physical Education. Enthusiasm for a wide range of activities and a generous contribution to the life of the school essential. Excellent facilities include 25m indoor swimming pool and extensive playing fields. Please state special interest in and beyond Physical Education. London Fringe Allowance payable.

Please apply to the Head Mistress with full curriculum vitae and the names and addresses of referees. Further details on request (s.a.e. welcome). (18624) 134218

HILLINGDON

LONDON BOROUGH OF HILLINGDON

NORTHWOOD SCHOOL
Potter Street, Northwood HA6 1QG

(Number on roll - 882, 148 in Sixth Form)

Required for January 1984, Head of Girls' Physical Education, Scale 3, at this well-established 11 - 19 comprehensive school.

A well-qualified and experienced teacher is sought who will be able to maintain and broaden further the wide range of activities, including a gymnasium, a sports centre, tennis and netball courts as well as playing fields.

Application forms and further details of the post may be obtained by writing or telephoning the Head of the school. Tel: Northwood 28186.

Closing Date: 4th October 1983.

Outer London Allowance Payable. (18632) 134218

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
TAMWORTH MANOR HIGH SCHOOL
Wide Way, Mitcham, Surrey CR4 1BP
Headteacher: Mr. G.D.N. Giles, M.A.
Tel: 0-764 5112
Age Range: 13 - 18 years
No. on Roll: 740
Head of P.E. Scale 4
Required in January 1984 a teacher to be in charge of Physical Education and Games this school. An ability to teach Social Studies would be an added recommendation.

London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases.

Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.

CLOSING DATE: As soon as possible. (18637) 134218

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
COLLEY SCHOOL
Remington Road, Sheffield S5 9PB
Required for January 1984, a teacher to be Head of Girls' Physical Education, Scale 3, to work with the Head of Boys' Physical Education in the management and organisation of a department which encompasses a wide range of activities. SPS allowance is payable.

Further details and application forms are available from the Headteacher, to whom completed forms should be returned by no later than 30th September, 1983. (51926) 134218

Scale 2 Posts and above

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
WILMINGTON SECONDARY SCHOOL
Wilmington Hall, Wilmington, Nr. Dartford DA2 7DR
Required for January 1984 Head of Physical Education, Scale 2, to teach mainly boys in co-educational school. Good facilities for outdoor games, gym and Sports Hall available.

Application, including curriculum vitae, names of two referees and s.a.e. to Headmaster, from whom further details may be obtained, as soon as possible. (17153) 134220

Scale 1 Posts

BEXLEY

LONDON BOROUGH
ERITH SCHOOL
Avenue Road, Erith, Kent DA8 3BN
Tel: Erith 48251. Group 13.
Roll approx. 1800.
Established 1967, Bilateral.
Anticipated 6th Form Sept. 250.
Required for September 1983 a teacher of Physical Education (Girls). The department is large and well established supporting a very wide range of curricular and non-curricular activities with an extensive commitment to competitive sport at all levels. Candidates with an interest in or experience of the teaching of Netball would be especially welcome.

L.A.A. £645. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Further details and application forms obtainable from the Headmaster. (Please enclose foolscap s.a.e.). (51577) 134222

ENFIELD

LONDON BOROUGH OF ENFIELD
BULLSMOOR SCHOOL
Bullsmoor Lane, Enfield, Middx. EN3 7TN
Tel: Lea Valley 763666
Six form entry Mixed Comprehensive Roll 965
Required immediately, teacher of GIRLS PHYSICAL EDUCATION, Scale 1. This is a temporary appointment to cover maternity leave. Please telephone school for further details.

Application forms (foolscap SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible. (51745) 134222

ESSEX

THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich
Tel: Harwich 6272
(Roll 1500 Group 12 11 - 18 year olds)
PHYSICAL EDUCATION. Scale 1 (GIRLS)
Enthusiastic Teacher required for strong department with excellent Sports facilities on one site. Dance/Gymnastics Specialist preferred.
PHYSICAL EDUCATION. Scale 1 (BOYS)
Required as soon as possible, an enthusiastic, all round teacher to join a strong department with excellent sports facilities.

For both posts application forms and further details can be obtained from the Headteacher (foolscap s.a.e. please). (51409) 134222

HAMPSHIRE

JOHN HUNT OF EVEREST SCHOOL
Popley Way, Basingstoke RG24 9AB
11 - 16 Mixed Comprehensive
N.O.R. 1030
Required January 1984, Scale 1, Girls P.E.

Applications by letter with c.v. and 2 referees to Headmaster. (51818) 134222

HEREFORD & WORCESTER

COUNTY OF HEREFORD & WORCESTER

THE MINSTER SCHOOL
South Street, Leominster, Herefordshire HR6 8JJ

REQUIRED FOR 1ST JANUARY, 1984 TEACHER FOR GIRLS' PHYSICAL EDUCATION (SCALE 1).

The Minster School, a Group 11 Comprehensive School (11 - 18), 1105 pupils, was formed in 1971 by the amalgamation of the former Leominster Grammar and Leominster Secondary Modern Schools. Leominster is a pleasant small market town in the West Midlands.

The school has excellent facilities, which include a modern gymnasium, extensive playing fields and hard surfaces, and convenient access to a heated swimming pool. An enthusiast with special interest in hockey and dance is required for a school which has a well established Sixth Form and a strong games tradition.

Application forms are available from the Headmaster, to whom they should be returned as soon as possible. (51906) 134222

HEREFORD AND WORCESTER

COUNTY COUNCIL

STOURPORT-ON-SEVERN HIGH SCHOOL

Required for January, 1984, a teacher of Girls' Physical Education (Scale 1) who can also offer a significant contribution to another subject area.

Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (18961) 134222

LINCOLNSHIRE

ASSISTANT TEACHER

THE NORTH KESTEVEN SCHOOL
North Hykeham

BURNHAM SCALE I

NOR 1220

Required from January 1984, a teacher of Girls' PE, to teach a full range of activities throughout this 11 - 18 mixed comprehensive school. Particular interest in hockey, dance or gymnastics an advantage.

For forms/details send SAE to the North Kesteven School, Moor Lane, North Hykeham, Lincoln LN6 9AG. Closing date 30 September 1983. (18870) 134222

WARWICKSHIRE

ETONE SCHOOL
Leicester Road, Nuneaton CV11 6AA

Required immediately or January 1984, specialist temporary teacher of Girls' P.E. An interest in netball and dance, and a willingness to offer another teaching subject preferred.

Apply in writing to the Head at the school as soon as possible (SAE please). (51623) 134222

Religious Education

Heads of Department

BEXLEY

LONDON BOROUGH
ST. MARY & ST. JOSEPH'S R.C. SCHOOL
Chislehurst Road, Sidcup, Kent DA14 6BP.
Tel: 01-309 7700.
Mixed (150 sixth form).
HEAD OF RELIGIOUS EDUCATION
Required for January 1984 a teacher responsible for the R.E. Department in the school. The successful applicant will be expected to lead a team of teachers concerned with the pupil's spiritual development. The school has the services of a full time Chaplin and retreats are regularly arranged at local centres. Scripture is taught to G.C.E. 'O' level. The appointment will be made at scale 3/4 subject to experience. Applicants are expected to hold the Catholic Teachers Certificate. This is a re-advertisement of this important post and previous applicants who have been notified will be considered unless they have informed the school otherwise.

L.A.A. £645. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Further details and application form (please enclose s.a.e.) are available from the Headmaster. (51373) 134418

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
HINDE HOUSE SCHOOL
Shiregreen Lane, Sheffield S5 6AG
Head of Religious Education & Community Service (Scale 3) for January 1984, a well qualified and experienced teacher is required to take charge of this important curriculum area. Religious Education is part of the core curriculum of every pupil, and is taught to 'O' level and 'A' level, for those wishing to specialise. It is also an element of a developing life skills programme in fourth and fifth years. Community Service is also part of this programme as well as being offered as an option course which has been very successfully put on for many years.

Application forms and further details are available from the Headteacher to whom completed forms should be returned by 30th September, 1983. (51764) 134418

SUFFOLK

COUNTY COUNCIL

NACTON HEATH HIGH SCHOOL
Nacton Road, Ipswich IP3 9PZ

11 - 16 Mixed Comprehensive Roll 1260

HEAD OF RELIGIOUS EDUCATION, Scale 2 or 3 required January, 1984. An enthusiastic teacher with a strong interest in pastoral work is sought, to develop and implement courses for pupils of all abilities.

Closing date 2 weeks from appearance. (17966) 134418

Scale 1 Posts

KENT

BROMLEY, QUALIFIED TEACHER OF R.E. required from 31st October ... see under Independent Schools. (17126) 134422

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
WHITCLIFFE MOUNT SCHOOL
Turnsteed Avenue, Cleckheaton BD19 3AQ
(REF 288)
13 - 18 Co-educational 1600 - (220 Sixth Form)
Required from January 1984, teacher of RELIGIOUS EDUCATION, SCALE I, able to teach throughout the age and ability range preferably to 'A' level.

Letters of application and curriculum vitae, giving personal interests, to the Headmaster as soon as possible, from whom further details may be obtained (s.a.e. please). (51797) 134422

WILTSHIRE

THE CORSHAM SCHOOL
The Tynings, Corsham, Wilts SN13 9DF

Required for 31st October, a temporary teacher of RELIGIOUS EDUCATION and ENGLISH (Scale 1) for work on the forward looking and successful Humanities Faculty of this Group XI Co-Educational Comprehensive School Humanities Faculty of this Group XI Co-Educational Comprehensive School for pupils aged 11 - 18 years, during the maternity leave of the permanent post holder.

Application forms (returnable by Wednesday, 28th September) and further details (S.A.E. please) from the Headmaster. (18589) 134422

Rural Science

Scale 2 Posts and above

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
THE CONYNGHAM COUNTY SECONDARY SCHOOL
Stirling Way, Ramsgate, Kent CT12 6NB
Roll 750 (M)
A teacher of Rural Studies (Scale II) is required in this co-educational secondary modern school from January 1984. The subject is taught to C.S.E. Level in a modern, large, Rural Studies Area.

Further details are available from the Headmaster to whom applications should be made giving full curriculum vitae. (17154) 134620

STAFFORDSHIRE

EDUCATION COMMITTEE
JOHN TAYLOR HIGH SCHOOL
Dunstall Road, Barton-under-Needwood, Burton-upon-Trent DE13 8AZ
Required for January, 1984 teacher of ENVIRONMENTAL SCIENCE (Scale 2) for a well established department offering courses at 'A', 'O' and C.S.E. Level.

Application forms and further particulars obtainable from and returnable to the Headteacher (s.a.e.).

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (51704) 134620

Science

Heads of Department

AVON COUNTY

SIR BERNARD LOVELL SCHOOL
North Street, Oldland Common, Bristol BS15 6TS
11 - 18 Mixed
Comprehensive: 1050 on roll including 80 in the 6th Form.
REQUIRED FOR JANUARY 1984 Head of Science, Scale 4. Applicants should be in sympathy with the recent DES/ASE Secondary Science Curriculum Review. An ability to teach Physics to 'A' Level will be an advantage.

Further details are available from the Headmaster, to whom applications should be made by letter as soon as possible. (18817) 134818

ESSEX

DAVENANT FOUNDATION SCHOOL
Chester Road, Loughton, Essex IG10 2LD
(Voluntary Aided, co-educational, comprehensive)
Roll: 800 (including 120 in Sixth Form)
BIOLOGY-HEAD OF DEPARTMENT - SCALE 3 PLUS (LONDON FRINGE ALLOWANCE)
Required for January 1984 a suitably qualified and experienced teacher to act as Head of Department in this developing comprehensive school.

Further details and application forms available from the Headmaster at the School, s.a.e. please. (18623) 134818

ESSEX

CECIL JONES HIGH SCHOOL
Eastern Avenue, Southend-on-Sea
Tel: 0702 68000
Roll: 1350
HEAD OF CHEMISTRY, Scale 3

January. Successful 'O' and 'A' level experience essential to continue outstanding department.

Further information and forms available from Headteacher (foolscap s.a.e. please). (51832) 134818

HARINGEY

Progress with Humanity

SCHOOL OF ST. DAVID & ST. KATHARINE
Hillfield Avenue, London N8 7DT
Tel: 01-348 6292
Headmaster: D.F. Caveen, B.Sc.
Church of England Voluntary Aided Mixed 11 - 18 Comprehensive School. 1110 on roll
Required for January 1984: HEAD OF SCIENCE FACULTY, SCALE 4.

Applications are invited from well qualified and enthusiastic Scientists capable of co-ordinating and leading a large and successful Faculty.

London Allowance £987 payable. Removal Expenses - 100% allowed in approved cases.

Application forms and further particulars from the Headmaster (s.a.e.). Closing date for receipt of forms Friday, 30 September 1983. (51607) 134818

SECONDARY SCIENCE
continued

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
CLARENDON HOUSE GRAMMAR SCHOOL FOR GIRLS
Ramsgate
Roll 600
Required from January 1984 a well-qualified and experienced teacher to be Head of Chemistry (Scale 3). Applicants must be able to teach to Advanced Level and should be prepared to maintain and strengthen the high standards of the Department and to work in co-operation with other senior science staff.
Further details may be obtained from the Headmistress (s.a.e. please) to whom letters of application, with the names and addresses of two referees, should be forwarded by the 26th September.

DANE COURT GRAMMAR SCHOOL
Broadstairs
HEAD OF BIOLOGY: SCALE 3
A well qualified and experienced graduate is required to lead a strong Biology Department. The Department totals 4 full-time staff, runs well established courses to 'O' and 'A' level and draws good support from pupil choices. The successful candidate will be required to give a strong academic lead, co-operate with other science disciplines and maintain the commitment to field work.
Dane Court is a co-educational, selective school (top 24%) of 1180 pupils (300 in the Sixth form) housed in modern buildings in a pleasant residential district.
Applications by letter, giving the names and addresses of two referees and enclosing a curriculum vitae should be sent to the Head Master by 30th September 1983. Please send SAE for further details. (17155) 134818

LEICESTERSHIRE

CROWN HILLS SCHOOL AND COMMUNITY COLLEGE
Gwendolen Road, Leicester

11 - 18 Comprehensive

Roll 897

HEAD OF SCIENCE SCALE 4

Required January 1984, a Head of Science Department. Potential candidates should send S.A.E. for further details before submitting their formal application.

Further details from the Head (S.A.E.). Apply immediately (no forms) with full particulars and names and addresses of two referees (S.A.E.) (17896) 134818

LEICESTERSHIRE

THE BOSWORTH COLLEGE

Head of Science (Scale 4) See block advert. Other than by subject. (17993) 134818

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE

SECONDARY EDUCATION

HAINAULT HIGH SCHOOL
Manford Way, Chigwell IG7 4JF

Tel: 01-500 2254

Head: J.I. Westbury M.Ed. Dip.Th.

Required from January 1984 a well qualified graduate teacher of Science to be Head of Department in this split-site comprehensive school.

The person appointed will have responsibility for co-ordinating the work of the department. The ability to teach Physics to 'A' level is required. The post is on Scale 4 with Outer London Allowance.

Please apply by letter to the Head, giving full details and the names and addresses of two referees, by 30 September. (18550) 134818

ROTHERHAM

METROPOLITAN COUNCIL

DINNINGTON COMPREHENSIVE SCHOOL

11 - 18 Mixed. Approx. 1897 on roll. Approx. 211 in 6th form.

Required for January 1984, HEAD OF SCIENCE SCALE 4.

The successful candidate will have successfully taught Chemistry to at least 'A' level and be able to provide leadership to co-ordinate and develop work within the whole field of Science. Further information available from the Head (Tel: Worksop 562689). Closing date: 27th September, 1983.

Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Doe Quarry Lane, Dinnington, Sheffield S31 7NH. W.E. Mussett, Director of Personnel Resources. (51680) 134818

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
THE CHURCH OF ENGLAND HIGH SCHOOL
Northfleet Road, Peel Green, Eccles, Manchester M30 7PQ
(Tel: 061 789 5359/4729)
11 - 16 years Mixed Comprehensive
600 on roll - 4 form entry
REQUIRED FOR THE 1ST JANUARY, 1984. TEACHER IN CHARGE OF CHEMISTRY, SCALE 2.
A well qualified and experienced teacher is required for this post. Applicants should be able to offer at least one other Science discipline or other subject in addition to Chemistry. The school has excellent facilities and is housed in modern buildings set in pleasant surroundings.
Forms of application and further details obtainable from the Headteacher of the school on receipt of a stamped addressed envelope. Completed application forms should be returned to the school within 14 days of the appearance of this advertisement. (51589) 134818

SURREY

EDUCATION COMMITTEE
SONDES PLACE SCHOOL
(12 - 18 Mixed Comp. NOR: 810, inc. 210 sixth form)
West Bank, Dorking
HEAD OF PHYSICS Scale 3 required January 1984. Take charge of subject throughout, to O, A and S levels in well established and equipped department. Experienced graduate preferred.
Applications and details from Head or reply with letter and C.V. and names of two referees. (51975) 134818

WILTSHIRE
COUNTY COUNCIL

STONEHENGE SCHOOL
Antrobus Road, Amesbury, Wilts

Mixed 11 - 16
Comprehensive 600 on roll

SCIENCE SCALE II

Required for January 1984, a graduate chemist to take charge of the subject in this four form entry, mixed comprehensive school. The teaching load will include some C.S.E. Physics and Integrated Science for younger pupils. The school serves a rural community and has a long established record for academic success.

Application forms and further details of the school may be obtained by sending a large stamped, addressed envelope to the Headmaster. (17124) 134818

Scale 2 Posts and above

BEDFORDSHIRE

NORTHERN AREA
SANDY UPPER SCHOOL AND COMMUNITY COLLEGE
Engayne Avenue, Sandy, Beds. SG19 1BL
Headmaster: Mr J.L. Francombe
Tel: Sandy 80898
13 - 18 Co-educational comprehensive upper school and community college
No. on roll: 1170
Required for January 1984: TWO EXPERIENCED GRADUATE TEACHERS OF PHYSICS. Due to the promotion of the existing post-holders.
These are both scale 2 posts but for one of them applicants with qualifications in Applied Science/Engineering capable of teaching 'O' and 'A' level Technology could be considered for a Scale 3 appointment.
The successful candidates will be required to undertake main school teaching in Physical Science as well as Physics.
Both posts offer opportunities for extensive 'O' and 'A' level work in a strong department within a well equipped, purpose built Upper School.
Please telephone the Headmaster immediately for further details.
Applications should be returned to the Headmaster within 10 days of the appearance of this advertisement. (18641) 134890

DONCASTER

HAYFIELD COMPREHENSIVE SCHOOL
Hurst Lane, Auckley, Doncaster DN9 3HG

Tel: 0302 770588

YEAR TUTOR, Scale 4

Teaching Subject: Physics

Required for January 1984.

Due to the appointment of our current year 4/5 Year Tutor to a Deputy Headship the school has a vacancy for an Upper School Year Tutor (alternating year 3,4,5) with an interest in a Guidance and Life - skills programme, and the ability to teach Physics to 'O' and 'A' level. Applicants should be experienced teachers with a positive interest in a post involving pastoral and academic work.

Hayfield School is an 11 - 18, 900 pupils comprehensive school, on a rural site next to R.A.F. Finningley. The school catchment includes Bawtry Market Town, commuter villages for South Doncaster and a 20% R.A.F. service pupil element.

Application forms and a full role description are available from the Headmaster (A. Storey B.A.) at the above address. (18970) 134820

DUDLEY
METROPOLITAN BOROUGH

THE GRANGE SCHOOL
Grange Lane, Stourbridge, West Midlands

11 - 16 co-ed. comp. Group 11

Required 1st November 1984 or January 1984 Graduate to be in charge of PHYSICS and ELECTRONICS to 'O' level. Some lower School GENERAL SCIENCE teaching will also be required. Scale 2 post. Details from the Headmaster. SAE please. (16031) 134820

ESSEX

GABLE HALL SCHOOL
Southend Road, Corringham, Stanford-le-Hope SS17 8JT
Tel: Stanford-le-Hope 671526
(Roll 1330)
SECOND IN PHYSICS DEPARTMENT, Scale 2
Required January 1984. Experienced teacher to take a major responsibility in established department. Excellent facilities. Courses to 'O' level and CSE.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (51580) 134820

HAMPSHIRE

FERNHILL SCHOOL
Neville Duke Road, Farnborough
(Comprehensive Mixed 11 - 16)
N.O.R. 950
Required for January 1984 or earlier. Scale 2 post. Head of Biology.
Closing date: 30th September 1983.
Letter of application nominating two referees to Head Teacher with s.a.e. for details. (51824) 134820

HILLINGDON
LONDON BOROUGH OF HILLINGDON

VYNERS SCHOOL
Warren Road, Ickenham, Uxbridge UB10 8AB

(Number on roll - 984. 300 in Sixth Form)

Required for January 1984, a teacher of Physics (graduate preferred), Scale 2, to join a strong department. Physics is an important subject, with some 70 students taking it currently to 'A' level. Nuffield Physics is followed at C.S.E., 'O' and 'A' level and other courses taught by physicists include Combined Science, Electronics and General Science. The successful applicant will be expected to take an active part in the life of the school.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. Closing Date: 30 September 1983 SAE please.

Outer London Allowance Payable. (18857) 134820

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
TOLWORTH GIRLS' SCHOOL
Fullers Way North, Tolworth, Surrey
Tel: 01-397 3854. 1050 on roll.
Required for January 1984, an experienced Graduate teacher of CHEMISTRY (Scale 2) to be teacher in charge of Chemistry in a Science Department of eight staff offering Chemistry, Physics and Biology to G.C.E. Advanced Level.
The successful applicant will be responsible for developing and organising Chemistry within the department and will be able to teach the subject to G.C.E. Advanced Level, as well as Junior Integrated Science, and Physics to G.C.E. Ordinary Level.
London Allowance £645 p.a.
Application forms obtainable from the Headmistress at the school to whom they should be returned by Friday 30 September 1983. (18653) 134820

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
WHITCLIFFE MOUNT SCHOOL
Turnstead Avenue, Cleckheaton BD19 3AQ
(REF. 287)
13 - 18 Co-educational 1600 - (420 Sixth Form)
Required from January 1984, a graduate teacher of CHEMISTRY able to teach throughout the age and ability range, up to 'A' level, in a large well-equipped Science Department; SCALE 2 available for a suitably experienced candidate.
Letters of application with a full curriculum vitae and names of two referees should reach the Headmaster, from whom further details may be obtained, before 30 September. (Tel: 0274 876707). (51796) 134820

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
MYERS GROVE SCHOOL
Wood Lane, Sheffield S6 5HG
Required for January 1984: a member of staff (scale 2) to join the Physics Department. The person appointed would teach Physics through the age and ability range up to 'A' level, and contribute to the work and organisation of the department.
Application forms and further details are available from the Headteacher, to whom completed forms should be returned by 30th September, 1983. (51935) 134820

SOUTH TYNESIDE

BOROUGH COUNCIL OF SOUTH TYNESIDE
EDUCATION SERVICE
TEACHER STAFF VACANCIES
MORTIMER COMPREHENSIVE SCHOOL
(Group 10) (11 - 16 Years)
ASSISTANT TEACHER OF PHYSICS/TECHNOLOGY
(Scale 2)
Required from January, 1984, a well qualified teacher for the above-mentioned post in this 11 to 16 six form entry Comprehensive School. As well as contributing to the teaching of Science; especially Physics at all levels within the School, it is expected that the successful candidate will initiate and develop a programme of Technology in the school, based on the Schools Council Modular Technology Course.
Application forms and further information may be obtained by sending a stamped addressed envelope to the Head Teacher, Mortimer Comprehensive School, Reading Road, South Shields NE33 4UG. Completed forms should be returned by not later than 29th September, 1983. (51736) 134820

WAKEFIELD

CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
OSSETT (11 - 18) SCHOOL
MIXED COMPREHENSIVE
(1400 on roll inc. 200 in 6th Form)
Required for January 1984 a well qualified and experienced TEACHER OF PHYSICS to be Second in a thriving Department. Must be able to contribute significantly to teaching at all examination levels. Further details on request.
Application forms available (on receipt of a s.a.e.) from Chief Education Officer, 8 Bond Street, Wakefield, to be returned within 14 days of this advertisement.
Unless applicants receive notification within 6 weeks of this specified closing date, would they please assume they have been unsuccessful.
In the interests of economy individual letters will not be sent. (51451) 134820

MICROBIOLOGY SECONDMENT. See 'Research Fellowships'. (17120) 134820

Scale 1 Posts

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
Required for January 1984 - A suitably qualified teacher of Chemistry. Scale 1 plus £987 per annum London Allowance.
Reimbursement of removal expenses in approved cases.
Application forms from the Headteacher (s.a.e.) Closing date 29th September 1983. (51527) 134822

BEXLEY

LONDON BOROUGH
RIVERSIDE SCHOOL
Yarnton Way, Erith, Kent DA18 4DW.
Tel: 01-310 0111. Roll 1050. 11 - 18 years. Mixed.
Required for September for 1 term, a suitably qualified teacher to join an enthusiastic, well-established large, well-equipped Science Faculty, to teach Biology throughout the School and combined Science in the Lower School. Strong pastoral system.
Send letter of application together with c.v. and names of 2 referees to the Headmaster.
L.A.A. £645. (51572) 134822

BIRMINGHAM
EDUCATION DEPARTMENT

SALTLEY SCHOOL
Belchers Lane, Birmingham B7 5RX

Tel: 772-1801

Scale 1 techer of Physical Science.

Applications to Headteacher: (51640) 134822

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
REINS WOOD SECONDARY SCHOOL
Field Top Road, Rastrick, Brighouse HD6 3XB
Required from 31st October 1983 a temporary teacher of GENERAL SCIENCE, PHYSICS/CHEMISTRY (Scale 1) to teach throughout this 11 - 16 secondary school during the 1983/84 academic year.
Letters of application to the Headteacher by 30th September 1983 giving full details of qualifications and experience, and names and addresses of two referees. (16048) 134822

CROYDON
LONDON BOROUGH OF CROYDON

ST. MARY'S R.C.
Woburn Road, Croydon CR0 2AB

Tel: 01-686 3837/9

Tenable: 1st January 1984

The Governors of St. Mary's High School invite applications for the following posts.

A Science Teacher with a Physics specialism is required for this mixed 11 - 16 Catholic High School which has well-established courses leading to 'O' and C.S.E. levels. There are 4 well-equipped laboratories with 2 full-time and 1 part-time Technicians. The successful applicant will be required to teach integrated science (preferably the Scottish syllabus) in the lower school and physics in the upper school. A scale 2 post is available for a suitably qualified and experienced teacher who would assume specific responsibilities.

SALARY: Burnham Scale 1 or 2 with London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible. (51443) 134822

ESSEX

THE KING EDMUND SCHOOL
Vaughan Close, Rochford
Tel: Southend-on-Sea 545771

TEACHER OF SCIENCE, Scale 1 Required for January, with Chemistry as a specialism, to work in a successful and expanding department.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (51831) 134822

DUDLEY
METROPOLITAN BOROUGH

WALTON HIGH SCHOOL FOR GIRLS
Bundle Hill, Halesowen, West Midlands

(12 - 16, co-ed, comp. Group 8)

Required immediately TEACHER of BIOLOGY to CSE and 'O' level. Ability to offer GEOGRAPHY an advantage. Applications considered from candidates offering a full time or part time commitment.

Applications in first instance to Mr. M.J. ... (Acting Headmaster) Tel: 021-550 1491. (16033) 134822

DYFED

COUNTY COUNCIL
CYNEOR SIR DYFED
ST. JOHN LLOYD R.C. COMPREHENSIVE SCHOOL
Havard Road, Llanelli
(11 - 16) (Group 7)
REQUIRED AS SOON AS POSSIBLE.
A Graduate to teach PHYSICS up to 'O' Level and General/Integrated Science throughout the school (Scale 1 or 2). Ability to assist with Mathematics/Computer Science would be an advantage.
Application forms and further details available from the Headteacher on receipt of a stamped addressed envelope to whom applications should be returned by 29th September, 1983.
W.J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen SA31 2NH. (51510) 134822

HAMPSHIRE

CRANBOURNE SCHOOL
Wessex Close, Basingstoke RG21 3NP
11 - 16 Mixed Comprehensive
N.O.R. 1330
Required January 1984, Scale 1 Biology and also some Combined Science in the lower school. Ability to offer some Chemistry an advantage.
Applications by letter with cv and 2 referees to Headmaster. (51817) 134822

Cheshire

Application forms (send s.a.e), are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses in approved cases.
J.R.G. TOMLINSON, MA
Director of Education

HEADS OF DEPARTMENT

HEAD OF MATHEMATICS DEPARTMENT
Queen's Park High, Queen's Park, Chester.
1060 pupils. M. (12-18)
Required for January 1984. Flourishing Mathematics Department in which there are some 60 pupils following an SMP Mathematics 'A' level course each year. Scale 4 available for suitably qualified and experienced teacher.

SCALE 2 POSTS & ABOVE

HOME ECONOMICS
Queen's Park High
For school details see under 'Heads of Department')
Required for January 1984. To share in the overall work of the Department and to have particular responsibility for the development of textile work. Scale 3 available for suitably qualified and experienced applicant.

SCALE 1 POSTS

PHYSICS & GENERAL SCIENCE
Hartford High, Hartford Campus, Chester Road, Northwich, CW8 1LH 11-16 School located in a delightful part of Mid-Cheshire
Well qualified graduate to share in the teaching of Physics to 'O' level, Combined Science in years 1 and 2, and CSE General Science.

MATHEMATICS/COMPUTER STUDIES
Leftwich High, Granville Road, Leftwich, Northwick, CW9 8...
11-16 Comprehensive, Group II
Situated on an attractive site in mid-Cheshire and has a strong record of examination success and community support.
Required for 1st January 1984 to join a successful and well equipped department. Computer Studies is well established and applications from inexperienced candidates willing to develop their expertise will be considered. Closing date 30th September, 1983.

1. GEOGRAPHY
2. COMPUTER STUDIES
Tytherington County High, Manchester Rd, Macclesfield
Tel: Macclesfield 610220
Required for January 1984.
2. Scale 2 available for suitably experienced.
Forms returned by 30 September 1983.

MATHEMATICS
Heathfield High, Box Lane, Congleton
Tel: Congleton 3013/3133
Mixed 11-18 Comprehensive School
Required immediately, a Good Honours graduate to undertake some 'A' level work. Contact Headteacher immediately.

ESN (M) UNIT + SPECIAL CLASS ALLOWANCE
Stanney County Comprehensive, Stanney Lane, Ellesmere Port, South Wirral.
Tel: 051-355 5245
A well established 11-18 school. Excellent facilities in all areas.
Required for January, suitably qualified and experienced for this two teacher Unit, situated in the school, which gives provision for 24 pupils ESN (M) from the whole District. The successful candidate will be required to play a full part in the life of the school, thus coupling the experience of working in a large comprehensive with the development of the techniques of special education. Forms should be returned by 30th September 1983.

3D ART & DESIGN
St Chad's R.C. Comprehensive, Grangeway, Runcorn, WA7 5YH
Re-advertisement
From September 1983, to contribute to the creative and aesthetic elements of design course. Previous applicants need not re-apply.

RELIGIOUS EDUCATION
Queen's Park High
(For school details see under 'Heads of Department')
Required for January 1984. To take responsibility for the organisation of Religious Education throughout the school. Graded post available for a suitably qualified and experienced teacher.

METROPOLITAN BOROUGH OF Rochdale
Education Department

AN EQUAL OPPORTUNITY EMPLOYER

CASTLETON PRIMARY SCHOOL (4-10) Tel: Rochdale 31865
Hillcrest Road
Rochdale OL11 2QD

SCALE 2
An experienced and enthusiastic teacher is required to assume responsibility for developing Mathematics in the curriculum throughout the school.

LOWERPLACE PRIMARY SCHOOL (4-10) Tel: Rochdale 48174
Kingsway
Rochdale OL16 4UU

SCALE 1
An enthusiastic and dedicated teacher is required to initially to teach a class of 7-8 year old children. Please state curriculum strengths and general interests.
Application forms for both posts are available on receipt of a foolscap stamped addressed envelope from the Chief Education Officer, Education Department PO Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD and returnable to the Headteacher at the school concerned by 28th September 1983.

OULDER HILL COMMUNITY SCHOOL (14-18) Tel: Rochdale 58222
Hudson's Walk
Rochdale, OL16 1NL

DEPUTY HEAD OF ENGLISH SCALE 3
Required as soon as possible for this Co-Educational Comprehensive School with 1490 on roll and with over 300 in an Open Sixth Form a well qualified experienced and enthusiastic teacher to assist in the organisation of the teaching of English.
The successful candidate will be involved in leading a well established team of twelve teachers and a review and revision of the present course structures. The subject is taught as a core subject in the Lower School with Literature being introduced for some pupils in years 4 and 5. There is a substantial input into the Sixth Form curriculum involving 'A' Level and 16+ courses.

DEPUTY HEAD OF MATHEMATICS SCALE 3
Required as soon as possible, a well qualified and experienced teacher to assist in the organisation of this large department.
The successful candidate should have particular interest in Mechanics and will be expected to teach enthusiastically across the whole ability range and up to Oxbridge examination entry standard.
An interest in the use of a micro processor in teaching Maths would be an advantage.
Application forms available on receipt of a foolscap stamped addressed envelope from the Headteacher at the school to whom they should be returned by 28th September 1983.

MOORCLOSE HIGH SCHOOL (14-18) Tel: 061-643 5116
Kenyon Lane
Middleton M24 2BG

SECOND IN ENGLISH DEPARTMENT SCALE 3
Required for January 1983 a suitably qualified and experienced teacher at this 14-18 mixed comprehensive school with 550 on roll. The vacancy is caused by the promotion of the present holder to a Head of English post.
Full particulars of the post and the school and the scale of qualifications which will be looked for in applicants are available on receipt of a foolscap stamped addressed envelope from the Headmaster at the school, to whom they should be returned by 28th September 1983.

ROCH VALLEY HIGH SCHOOL (11-18) Tel: Rochdale 42496
Cornfield Street
Milnrow
Rochdale OL16 3DR

Readvertisement
HEAD OF ENGLISH, SCALE 4
Applications are invited from teachers with appropriate experience to lead this large (12 staff) and strong department. Pupils are entered for the JMB/ALSEB 16+ examination in English Language and for the 'O' Level and CSE in English Literature. There is a thriving tradition of successful 'A' Level work together with the English Component in the year courses in the sixth, including City & Guilds Foundation Courses. The Head of Department has oversight of Drama; it is part of the curriculum for all children up to 14+ and there is a CSE course in the Upper School and the Sixth Form.
Application forms available on receipt of a foolscap stamped addressed envelope from the Headteacher at the school to whom they should be returned by 28th September 1983.

ALDERMAN KAY SCHOOL Tel: 061-643 4917
Tintern Road
Middleton
Manchester M24 3JG

SCALE 1 + SCA
Required for January 1984 or sooner to work mainly as part of a team and assist in developing the programme for younger children in the Junior department of the school. It would be an advantage if candidates for this post were capable of playing the piano and offer some expertise in the teaching of music. A person of enthusiasm and flexibility is sought and although Special School experience and/or an advanced qualification would be desirable, this is not essential.
Application forms are available on receipt of a foolscap stamped addressed envelope from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale to whom they should be returned by 28th September 1983.

INNES SPECIAL SCHOOL Tel: Rochdale 46606
Required for January 1984 in a Special Needs Class — a group of eight children with additional physical handicaps. Interested teachers may arrange to visit the school by contacting the Acting Headteacher (Miss P M Withington).
Application forms are available on receipt of a foolscap stamped addressed envelope from the Chief Education Officer, Education Department, PO Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD and returnable to the school by 28th September 1983.

TES13-56

Leicestershire

BOSWORTH COLLEGE, DESFORD
(14–18 Upper School)
Roll 1,350

TWO SENIOR VACANCIES FOR JANUARY OR APRIL FOLLOWING APPOINTMENT OF FORMER HOLDERS TO DEPUTY HEADSHIPS.

1. Senior Teacher: Resources
Responsible for Resources for Learning, including buildings and environment, as well as for exceptionally well developed and equipped Resources Centre. State teaching subject(s) offered up to two-thirds timetable.

2. Head of Science
(Scale 4)
Responsible for co-ordinating Science teaching within Faculty. Wide variety of courses (including SCISP) taught in separate Maths-Science block.
Please write for further particulars before applying (no forms) to The Principal, The Bosworth College, Leicester Lane, Desford, Leicester LE9 9JJ. (Tel: 04557 2841).

EQUAL OPPORTUNITIES POLICY. Applications are welcome from suitably qualified and/or experienced people regardless of race, disability, sex or marital status.

SECONDARY SCIENCE
continued

HERTFORDSHIRE

THE ONSLOW SCHOOL
Old Rectory Drive, Hatfield, Herts.
No. on Roll: 850
Headmaster:- M.J.A. Clarke B.A.
Required as soon as possible for one year in the first instance, a teacher of Science. Ability to offer Physics to 'O' level standard would be an advantage.
A programme of teaching throughout the age and ability range is offered.
Please apply by letter direct to the Headmaster, quoting the names and addresses of two referees. (51770) 134822

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
WHITCLIFFE MOUNT SCHOOL
Turnsteads Avenue, Cleckheaton BD19 3AQ
(REF 287)
Graduate Teacher of Chemistry to teach up to 'A' level from January 1984.
Large well-equipped Science Department.
See Secondary, Science, Scale 2 for further details. (51798) 134822

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
ALL SAINTS R.C. HIGH SCHOOL
Bradley Road, Huddersfield HD2 2JT
(REF. 291)
Voluntary Aided 1300 pupils 11 - 18 years.
Required for 1 January 1984, a teacher of PHYSICS, SCALE 1. The vacancy arises because the present teacher has secured a University Research appointment. The post offers immediate teaching of 'A' level (Nuffield) Physics for one suitably qualified as well as a wide range of teaching in the Main School across the whole range of age and ability including 'O' level.
Further particulars available from the Headmaster (s.a.f.c. please), to whom completed application forms should be returned by 30 September 1983. (51793) 134822

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY

KNOWSLEY PARKWAY COMPREHENSIVE SCHOOL
Stockbridge Lane, Huyton, Merseyside L36 6DE

(550 boys and girls, 11 - 18 years, S.P.A. payable)

Required as soon as possible: SCALE 1 SCIENCE/MICRO ELECTRONICS/COMPUTER EDUCATION teacher.

For application form send s.a.e. to the Acting Headteacher at the above, to whom completed forms should be returned within the next fourteen days. (51794) 134822

LINCOLNSHIRE

BOSTON GRAMMAR SCHOOL

Roll 560

Required immediately. Graduate Teacher of Physics to teach to 'A' Level in this boys' selective school. Willingness to offer some Mathematics desirable. Interest in Games welcome.

Apply to the Headmaster as soon as possible by letter with CV and names of two referees. The Grammar School, South End, Boston, Lincs. Tel: Boston 66444. (18108) 134822

NEWHAM

LONDON BOROUGH OF NEWHAM
ROKEBY SCHOOL
Pitchford Street, London E15 4RZ
Head Teacher: Mr. A.J. McQuiggan
Number on roll: 975 boys
TEACHER OF GENERAL SCIENCE AND PHYSICS
Scale 1
Required: AS SOON AS POSSIBLE.
A teacher for the Science Department who will be able to teach about 60% of his/her timetable on examination work in Physics in the upper section of this multi-cultural school. An opportunity for work with computers exists for an interested candidate.
LONDON ALLOWANCE £987 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 27th SEPTEMBER, 1983.
DIRECTOR OF EDUCATION, Education Offices, Broadway, Stratford, London E15 4BH. (51636) 134822

OXFORDSHIRE

COUNTY COUNCIL
ST. BIRINUS SCHOOL
Mereland Road, Didcot
(Group 11)
11 - 18 boys comprehensive
Roll 900
(Sixth Form of 90)
Required from mid-October due to maternity leave, a temporary teacher for BIOLOGY up to 'A' level and for some General Science also. The post might become permanent later.
Apply by letter giving curriculum vitae and the names of two referees as soon as possible to the Headteacher, who will send further particulars of the post. SAE please. (17158) 134822

NOTTINGHAMSHIRE
COUNTY COUNCIL

EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following post

Re-Advertisement

LILLEY AND STONE SCHOOL
London Road, Newark, Notts. NG24 1TT

Headmistress:- Miss M.L. Henson, M.A.

Mixed: 600 (14 - 18)

For September (or January) well qualified TEACHER (SCALE 1) OF CHEMISTRY to teach C.S.E. 'O' and possibly 'A' level with Biology to at least C.S.E. level.

Scale 2 post may be available for suitably experienced candidate.

Application forms available (s.a.e.) from the Head Teacher at the school. (51416) 134822

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

HOLLY LODGE HIGH SCHOOL

(11 - 16 Comprehensive)

Reqired immediately Science - Scale 1

Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Holly Lane, Smethwick, Warley, West Midlands.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (51608) 134822

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
CHAUCER SCHOOL
Wordsworth Avenue, Sheffield S5 8NH
Required for January 1984, a temporary teacher of Biology to teach the subject throughout the school. This is a two term appointment and will terminate at the end of the summer term.
Details and application forms are available from the Headteacher to whom completed forms should be returned by Friday 30th September 1983. (51937) 134822

ST. HELENS

RAINFORD HIGH SCHOOL
Higher Lane, Rainford, Nr. St. Helens, Merseyside WA11 8NY

(11 - 18 years mixed comprehensive: 1,718 on roll, 223 in sixth form)

CHEMISTRY (SCALE 1)

Required for January, 1984.

Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (51727) 134822

SUTTON

WILSON'S SCHOOL
Wallington, Surrey SM6 8JW
Required immediately at this Voluntary Aided School for 750 boys temporarily for the autumn term as a result of illness, a Chemist to teach the subject to 'A' level, (a candidate to teach to 'O' level only would be considered).
The School has a Sixth Form of 150 boys, all engaged in 'A' level courses while the Lower School mainly comprises boys of good academic ability.
Applications should be sent to the Headmaster at the School immediately, giving the names of two referees. (51438) 134822

WOLVERHAMPTON
BOROUGH COUNCIL

EDUCATION COMMITTEE

HIGHFIELDS SCHOOL

Required for January 1984.

Teacher for Biology, Scale 1, able to do some Lower School Science. This is a temporary appointment in the first instance to cover maternity leave.

Highfields is a mixed Comprehensive School housed in modern buildings in open country on the southern boundary of the town. The School has a large sixth form with a good University and College record including Open Scholarship successes.

Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE please).

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (51909) 134822

TEACHING POSTS IN ZIMBABWE. See Overseas Posts. (51901) 134822

Science and Maths Teachers urgently needed for schools in FIJI, KENYA, PAPUA NEW GUINEA and TANZANIA. Posts suitable for newly qualified and experienced teachers. Qualification required: Physics, Chemistry or Maths degree or a science/maths teaching qualification. Please see VSO display advertisement in the Overseas Section. (18036) 134822

Social Studies

Scale 1 Posts

HAMPSHIRE

BAY HOUSE SCHOOL
Gomer Lane, Alverstoke, Gosport, Hants. PO12 2QP
11 - 18 mixed comprehensive, 1,500 on roll
Required from 1st October, Scale 1 teacher of Sociology to 'O' and 'A' level within Social Science Department. Permanent post.
Apply by curriculum vitae and covering letter to the Headmaster. Closing date: 26th September. (51813) 135022

HAVERING

LONDON BOROUGH OF HAVERING
FOREST LODGE SCHOOL
Lodge Lane, Romford RM5 2LD
(Roll 1188 Mixed)
Telephone: Romford 46412
Headteacher: Mrs. P.A. Atherton.
SCALE 1.
Required as soon as possible to join a thriving social sciences department a committed teacher able to offer economics to 'A' level and sociology to 'O' level. There is also the opportunity to contribute to the Humanities programme in year 1.
Letters of application to the Headteacher, from whom further details are available, enclosing curriculum vitae and the names of two referees. (51774) 135022

HILLINGDON
LONDON BOROUGH OF HILLINGDON

QUEENSMEAD SCHOOL
Queen's Walk, Ruislip, Middx. HA4 0LS

(Number on roll - 984. 106 in Sixth Form)

SOCIAL STUDIES

Required for September 1983 for one term only, a Scale 1 teacher of this subject able to teach C.S.E. Social Studies and G.C.E. 'O' and 'A' level Sociology.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.

Outer London Allowance Payable. (18955) 135022

Speech and Drama

Heads of Department

ESSEX

THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich
Tel: Harwich 6272
Roll: 1500, Group 12. 11 - 18 year olds
HEAD OF DRAMA, Scale 3 Teacher required January to teach Drama to examination level. Studio available, strong music support and good community interest.
Application forms and further details can be obtained from the Headteacher (foolscap s.a.e. please). (51833) 135218

Scale 2 Posts and above

HERTFORDSHIRE

THE BARNWELL SCHOOL
Barnwell, Stevenage, Herts. SG2 9SW
Headmaster: M.L. Griffin, B.A.
11 - 18 Comprehensive NOR 950 including 120 in Sixth Form
Scale 2 Post:
Required for January 1984, a qualified and experienced teacher of Drama to develop the teaching of the subject throughout the school. This is a new and challenging post offering considerable scope for development.
Further details available from the school.
Letters of application, to include full C.V. and the names and addresses of two referees should be addressed to the Headmaster. (51538) 135220

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
KERSAL HIGH SCHOOL
11 - 16 Mixed Comprehensive
600 on roll
RE-ADVERTISEMENT
REQUIRED FOR JANUARY 1984.
A Scale 2 teacher to take charge of Drama within the English Department. This thriving subject is taught to C.S.E. level, and attracts strong extra-curricular interest. Previous applicants will be re-considered.
Application forms and further details from the Headteacher, Kersal High School, Moorfield Road, Salford M7 0QH (Tel: 061-792 1748/8375), to whom applications should be returned within 14 days of the appearance of this advertisement. (51588) 135220

Scale 1 Posts

NORTH TYNESIDE

METROPOLITAN BOROUGH OF NORTH TYNSIDE
EDUCATION COMMITTEE
Re-advertisement
BACKWORTH DRAMA CENTRE
Backworth, Newcastle upon Tyne NE27 0JE
Course Director: Mr. D. Barlow.
Required for 1st Janury 1984, Scale 1 EXPERIENCED TEACHER of DRAMA. A varied programme of Drama Courses for Schools in North Tyneside and Northumberland is based at Backworth Drama Centre; the main emphasis being on Primary and Middle Schools. Experience in extra curricular Youth Theatre work an advantage. Occasional week-end work may be necessary.
Application forms are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields NE29 0HW, and should be returned to the Course Director within two weeks of the appearance of this advertisement. (51606) 135223

Technical Studies

Heads of Department

BUCKINGHAMSHIRE

WYCOMBE AREA
THE JOHN HAMPDEN GRAMMAR SCHOOL
Marlow Hill, High Wycombe, Bucks.
Head: Mr. A.J. MacTavish, M.A.
Roll: 750 boys, including 180 in Sixth Form
Required for January 1984, Head of Craft, Design and Technology (Scale 4) to take charge of a large and flourishing department with courses to 'O' and 'A' level. The school has a tradition in the Crafts and Engineering Drawing and is now looking for a teacher with experience to introduce new syllabuses in the design technology/graphical communication areas, and ideally one ready to investigate technology syllabuses in conjunction with science departments.
Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £900) and incidental expenses of £150 payable in approved cases. Housing allowance pending removal also payable in approved cases.
Application should be made by letter to the Headmaster at the above address giving full curriculum vitae and names of two referees and enclosing stamped addressed envelope. (18943) 135418

DERBYSHIRE

LADY MANNERS SCHOOL
Bakewell, Derbyshire
11 - 18 V.C. co-educational comprehensive.
N.O.R. 1380 with boarders. Sixth Form 220.
Situated in Peak District National Park.
Required for January, Scale 3 Head of Craft, Design and Technology. Successful courses to C.S.E. 'O' and 'A' level. Well equipped integrated Craft Centre.
Further details available from the Bursar. (S.A.E.).
Letters of application (no forms) direct to the Headmaster and including curriculum vitae and names and addresses of two referees. (S.A.E.). (51560) 135418

SEX DISCRIMINATION ACT, 1975

No job advertisement which indicates or can reasonably be understood as indicating an intention to discrimate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless
1. The job is for the purpose of a private householder or
2. It is a business employing fewer than six persons or
3. It is otherwise excepted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.
In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale or letting of property.
It is the responsibility of advertisers to ensure that advertisement content does not discriminate under the terms of the Sex Discrimination Act.

SECONDARY TECHNICAL STUDIES
continued

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL

HOLLY LODGE HIGH SCHOOL

(11 - 16 Comprehensive)

Required for January 1984 Head of Craft, Design and Technology - Scale 3

Application forms and further details available from and returnable to Head Teacher, Holly Lane, Smethwick, Warley, West Midlands.

Closing date 30th September 1983.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (51614) 135418

SHROPSHIRE
EDUCATION COMMITTEE
THE LACON CHILDE SCHOOL
Love Lane, Cleobury Mortimer, Kidderminster, Worcester DY14 8PE
Mixed comprehensive 11 - 16. 590 pupils
Required for January 1984, Head of Craft, Design and Technology Scale 4, to teach Metalwork primarily.
Closing date for applications 7th October 1983.
Application forms and further details from the Headmaster. Tel: (0299) 270312. (18821) 135418

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
OSSETT (11 - 18) SCHOOL MIXED COMPREHENSIVE
(1400 on roll including 200 in 6th form)
Required January 1984 a HEAD OF TECHNICAL SUBJECTS, Scale 3, a well qualified and experienced teacher of all aspects of Craft, Design and Technology is sought. Further details on request.
Application forms available (On receipt of a s.a.e.) from Chief Education Officer, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement.
Unless applicants receive notification within 6 weeks of the specified closing date, would they please assume they have been unsuccessful. In the interests of economy individual letters will not be sent. (51456) 135418

Scale 2 Posts and above

BIRMINGHAM
EDUCATION DEPARTMENT

ASTON MANOR SCHOOL
Phillips Street, Birmingham B6 4PZ
Tel: 359 8108

Scale 2 Teacher of Craft.

Applications to Headteacher. (51638) 135420

ESSEX
THE KING EDMUND SCHOOL
Vaughan Close, Rochford
Tel: Southend-on-Sea 545771
Roll: 1350
TEACHER OF CRAFT, DESIGN, TECHNOLOGY, Scale 2
Post available for teacher interested in developing courses in Technology, T.D., Metalwork in a forward looking and well equipped Department.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

ST. MARTIN'S SCHOOL
Hanging Hill Lane, Hutton, Brentwood
Tel: 0277 227650
Roll: 1120
TECHNICAL STUDIES TEACHER, Scale 2
Required for January, teacher initially f Metalwork but willing to explore the broader concepts of Design and Technology in the near future.
letter and curriculum vitae with two referees to Headteacher (foolscap s.a.e. please). (51834) 135420

HAMPSHIRE
JOHN HUNT OF EVEREST SCHOOL
Popley Way, Basingstoke RG24 9AB
11 - 16 Mixed Comprehensive
N.O.R. 1030
Required January 1984. Scale 3. Head of Technical Studies.
Applications by letter with c.v. and 2 referees to Headmaster. (51590) 135420

Scale 1 Posts

BIRMINGHAM
EDUCATION DEPARTMENT

GREAT BARR SCHOOL
Aldridge Road, Birmingham B44 8NU

Tel: 360 3538
Scale 1 Teacher of Craft.

HANDSWORTH WOOD BOYS SCHOOL
Church Lane, Birmingham B20 2HH

Tel: 554 7883

Scale 1 Teacher of Metalwork/Technical Drawing. Ability to offer Vehicle Technology an advantage.

LADYWOOD SCHOOL
Freeth Street, Birmingham B16 0QT

Tel: 455 0663

Scale 1 Teacher of Craft

KINGS NORTON BOYS SCHOOL
Northfield Road, Birmingham B30 1DY

Tel: 458 1306

Scale 1, Craft Design and Technology.

Applications to Headteacher. (51639) 135422

BRENT
(LONDON BOROUGH OF BRENT)
ALPERTON HIGH (MIXED) SCHOOL
Stanley Avenue, Wembley HA0 4JE
(Roll: 1304
(11 - 18)
Required as soon as possible - An enthusiastic TEACHER of CRAFT DESIGN and TECHNOLOGY (Scale 1) is required to join a progressive expanding Department. The School is committed to the development of Technology courses and co-operation between the Science and Technical Studies departments is well established.
London Allowance of £987 per annum is payable.
Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head Teacher returnable within ten days. (17974) 135422

DERBYSHIRE

LEES BROOK SCHOOL
Morley Road, Chaddesden, Derby

Required for January, 1984 at this 11 - 18 Comprehensive School, a SCALE 1 TEACHER OF CRAFT, DESIGN AND TECHNOLOGY, to cover Design, Graphics, Metalwork and Technology.

Further details available from the Headmaster, on receipt of an s.a.e., to whom applications should be made by letter, with curriculum vitae, and quoting the names and addresses of two referees.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (18111) 135422

HARINGEY
Progress with Humanity

GLADESMORE COMMUNITY SCHOOL,
Gladesmore Road, N15 6TJ
11 - 18 years, co-educational, comprehensive, multi-racial community School
Roll 1500 including a large sixth form
Required as soon as possible, teacher of TECHNICAL DRAWING. Temporary post for 1 term only.
Please apply immediately, by letter in the first instance, to the Head Teacher at the School, enclosing a curriculum vitae and the names and addresses of two referees.
London Allowance £987 payable.
Haringey is an equal opportunity employer. (51804) 135422

HARINGEY
Progress with Humanity

SCHOOL OF ST. DAVID & ST. KATHERINE
Hillfield Avenue, London N8 7DT
Tel: 01-347 6292
Headmaster: D.P. Cavern, B.Sc.
Church of England Voluntary Aided Mixed 11 - 18 Comprehensive School.
1110 on roll.
Required for January 1984: Teacher of TECHNICAL STUDIES, SCALE 1. An enthusiastic and energetic Teacher to join a well established and successful Design Faculty, to teach Craft, Design and Technology in years 1 to 5. The Faculty is housed in a modern purpose-built well equipped block with four workshops and a graphics room.
Removal Expenses - 100% allowed in approved cases.
Application forms and further details from the Headmaster (s.a.e.).
Closing date for receipt of forms Friday 30th September 1983. (51740) 135422

HOUNSLOW
LONGFORD SCHOOL
(Group 12)
Tachbrook Road, Feltham TW14 9PC
Tel: 01-890 0245
11 - 18 Mixed Comprehensive
No. on roll: 1168 6th Form: 114
Headteacher: Mrs. Joyce M. Fogg M.A. (Hons.)
REQUIRED for January 1984 or as soon as possible a well-qualified teacher for CRAFT, DESIGN & TECHNOLOGY, Scale 1 to join a flourishing department and to teach across the whole age and ability range.
An interest in Technology and/or Computer applications would be an advantage.
LONDON ALLOWANCE: £645 p.a.
Application forms are available from the Head of the school and should be returned within 14 days of the appearance of this advertisement.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (17108) 135422

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
Required for 1st January 1984 or as soon as possible thereafter.
TAFF ELY DISTRICT COMPREHENSIVE SCHOOL
Brynceiynnog
Teacher qualified to teach design, craft and technology who must be able to assist with the teaching of woodwork and metalwork. Scale 1.
TONYREFAIL.
A qualified teacher of craft, design and technology to teach mainly metalwork. The department is actively developing graphics A and DCT and an interest in contributing to this development is essential. Initially the person appointed will be required to assist generally in the department. Scale 1.
Application forms to be returned by 28 September 1983 obtainable on receipt of a stamped, addressed, foolscap envelope from the District Education Officer, District Education Office, The Grange, Tyfica Road, Pontypridd.
Canvassing will disqualify.
K.S. Hopkins, Director of education. (16044) 135422

NOTTINGHAMSHIRE
COUNTY COUNCIL

EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following post:

ARNOLD HILL SCHOOL
Gedling Road, Arnold, Nottingham NG5 6NZ

Headmaster:- W.C. Evans, J.P., B.Sc., F.R.G.S.

Mixed: 1726 (11 - 18)

For January TEACHER (SCALE 1) OF CRAFT, DESIGN AND TECHNOLOGY.

Application forms available (s.a.e.) from the Headmaster at the school. (51418) 135422

OXFORDSHIRE
COUNTY COUNCIL
FARINGDON SCHOOL
The Elms, Gloucester Street, Faringdon SN7 7HE
Mixed (c. 850 on roll) Comprehensive
Required for January 1984, a teacher of Craft, Design and Technology to join a thriving and forward looking department which offers courses at all levels (11 - 18). It would be an advantage for the applicants to be specialists in wood based design subjects, though a certain amount of flexibility exists.
Please write at once to the Headteacher, enclosing a curriculum vitae and S.A.E. (16006) 135422

SANDWELL

METROPOLITAN BOROUGH OF SANDWELL

LANGLEY HIGH SCHOOL
(11 - 16 Comprehensive)

Required Immediately Craft Design & Technology - Scale 1.

Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Moat Road, Oldbury, Warley, West Midlands.

Canvassing of members of the Authority will disqualify. An equal opportunity employer. (51618) 135422

SHROPSHIRE
EDUCATION COMMITTEE
FITZALAN SCHOOL
Upper Brook Street, Oswestry, Shropshire SY11 2TQ
11 - 16 mixed comprehensive 6th form entry.
Required for January, or sooner if possible, a well qualified Scale 1 Teacher for Craft, Design and Technology, to join a well established Design Department. This post is temporary for two terms.
Application forms and further details from the Headteacher (SAE). (18822) 135422

STAFFORDSHIRE
EDUCATION COMMITTEE
CODSALL HIGH SCHOOL
Elliotts Lane, Codsall, Wolverhampton WV8 1PG
Required for January, 1984 a CRAFT, DESIGN and TECHNOLOGY Teacher (Scale 1) able to contribute widely to a progressive department. The school is not affected by falling rolls.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (51709) 135422

WARWICKSHIRE

WOLSTON HIGH SCHOOL
Manor Estate, Wolston, Coventry CV8 3GJ

(265 on roll)
Required September 1983, teacher for Craft, Design and Technology with special interest in Metalwork, training and ability to introduce a modular technology course into the school as necessary.

Application form and further details available from the Head at the school (SAE please). (51622) 135422

Technology

Scale 2 Posts and above

BUCKINGHAMSHIRE
COUNTY COUNCIL
POST - 16 PRE-VOCATIONAL EDUCATION
Aylesbury Vale Area
Required January 1984, Full-time Qualified Teacher for CRAFT, DESIGN and TECHNOLOGY, (with special reference to Electronics and Microtechnology) SCALE 3.
The successful candidate will be appointed to the service of the County Council and posted at Wing and Princes Risborough County Secondary Schools.
Car driver essential with travelling expenses being paid at the appropriate rate. Assistance with removal expenses is given in approved cases.
This is a re-advertisement, and previous applicants need not re-apply.
Application form and further particulars (s.a.e.) from, and to be returned to, Education Officer, Exchange Street, Aylesbury, Bucks, HP20 1UH.
CLOSING DATE: 30 September. (18859) 135520

Scale 1 Posts

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
HINDE HOUSE SCHOOL
Shiregreen Lane, Sheffield S5 6AG
READVERTISEMENT
Required for January 1984, a Teacher of Craft Design and Technology (Scale 1). Previous applicants will be reconsidered and need not apply.
Application forms and further details are available from the Headteacher to whom completed forms should be returned by 30th September, 1983. (51762) 135522

HERTFORDSHIRE
ALLEYNE'S SCHOOL
Stevenage
(890 boys on roll: 180 in Sixth Form)
Required for January 1984, or as soon as possible, a Teacher interested in teaching some Technology (Modular) together with some Physical Science and/or some Engineering/Metalwork. This appointment is designed to establish the essential link between the Science and Technical Departments. The school is very well equipped in both these areas, which are, in themselves, physically linked; the school also possesses extremely advanced computing facilities. In addition to other Technical subjects, Modular Technology and 'A' Technology are taught and the school is one of the pilot projects in the Technical and Vocational Educational Initiative which is bringing a great influx of further equipment and curricular development.
Applications, together with names and addresses of two referees, to the Headmaster as soon as possible.
Accommodation for a single person may be available in the School House. (17109) 135522

Other than by Subject Classification

Heads of Department

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
(1279 on roll)
Required for January 1984 a HEAD OF DEPARTMENT Scale 4, to take responsibility for developing the school's programme for pupils with special educational needs. Careful consideration of the further particulars about the post is essential.
Application forms available (on receipt of s.a.e.) from Chief Education Officer, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement.
Unless applicants receive notification within 6 weeks of the specified closing date, would they please assume they have been unsuccessful. In the interests of economy individual letters will not be sent. (51449) 135520

BRYN ALYN SCHOOL
Gwersyllt, Wrexham
(Tel: 756469)
(11–16, mixed comprehensive, 1,050 pupils)
Head – K. J. McDonogh, BA
Required for January 1984:

HEAD OF FACULTY OF COMMUNICATIONS, Scale 4

Applications are invited from suitably qualified and experienced teachers who are committed to the principles of comprehensive schooling for this key post in the school's management structure. Responsibilities will include:

(a). Co-ordination of the linguistic activities of the Faculty, to include English Language and Literature programmes for the whole age and ability ranges;
(b) The establishing and monitoring of a Language Across the Curriculum policy for the whole school;
(c) A commitment to develop appropriate communications courses and approaches which are consistent with the school's overall involvement in the School's Council Industry Project.

DEESIDE HIGH SCHOOL
Queensferry
(Tel: Deeside 817575)
(11–18, mixed comprehensive, 900 pupils)
Required for January 1984:

CREATIVE STUDIES FACULTY, Scale 2

Teacher for the C.D.T. and Graphics area, preferably with a special interest and experience in Technology, and a desire to develop it both within this Faculty and in relation to other Faculties.

THE GROVES HIGH SCHOOL
Powell Road, Wrexham
(Tel: 354209/263945)
(11–18, mixed comprehensive, 1,500 pupils)
Head – Tom Davies, BSc, MEd, MSc.
Required as soon a possible (one year appointment):

TECHNICAL STUDIES, Scale 1

Able to teach Engineering Drawing to 'O' level/CSE standard and to make a positive contribution in the Technical Studies/Heavy Crafts/Design areas of the curriculum. Please apply by letter to the Head immediately.

BRYNHYFRYD SCHOOL
Ruthin
(Tel: Ruthin 3933)
(11–18, mixed comprehensive, 1,030 pupils)
Head – Owen L. Thomas, MA
Required for January 1984:

FRENCH AND ITALIAN, Scale 1 or 2

According to qualifications and experience (Scale 1 post would be for two terms only) – Graduate to assist in the teaching of these subjects to 'O' and 'A' levels.

Application forms may be obtained from the Head of the appropriate school, to whom they should be returned by September 30th. (Please enclose an sae).

JOHN HOWARD DAVIES
Director of Education
Shire Hall
Mold
7.9.83

CLWYD COUNTY COUNCIL

City of Manchester EDUCATION COMMITTEE

BIRLEY HIGH SCHOOL
Chichester Road, Hulme, Manchester M15 5FU

HEADTEACHER Group 10
£16,008–£17,262 + Social Priority Allowance

Applications are invited from suitably qualified and experienced teachers. Birley High School is an 11-16 mixed comprehensive school in an inner city area with a multi-racial population.

Application forms and further particulars from the Chief Education Officer, S2/JOB, Crown Square, Manchester M60 3BB. Closing date 30th September, 1983.

ST GREGORY'S RC HIGH SCHOOL
Stopford Street, Hr Openshaw, Manchester M11 1FG
Group 10, Co-educational High School

DEPUTY HEADTEACHER

Applications are invited from well-qualified, experienced, practising Roman Catholic teachers for this important position.

Required to become Head of Lower School, Years 1 to 3 inclusive. Responsibilities will also include supervision of the Pastoral Care system for *all* the girls, Years 1 to 5 inclusive.

Application forms may be obtained from the school. They should be returned to Reverend Fr. K. Walsh, Chairman of Governors, c/o St Gregory's RC High School, at the above address.

HEAD OF ENGLISH DEPARTMENT

The vacancy has arisen as a result of the appointment of the previous holder to the post of Co-ordinator of the Alternative Curriculum Strategies. Examinations covered, include CSE, 16+, and GCE 'O' level. An experienced, well-qualified person, is required for this important position.

Application forms may be obtained from the school. They should be returned to Reverend Fr. K. Walsh, Chairman of Governors, c/o St Gregory's RC High School at the above address.

Closing date: 28th September, 1983.

OAKWOOD HIGH SCHOOL
Nell Lane, Chorlton, Manchester 21
Headteacher: Miss V. S. Perry

TEACHER OF CRAFT, DESIGN AND TECHNOLOGY

Required immediately to teach mainly woodwork, with some technical drawing up to 'O' level and CSE level. Application forms from the Headteacher to whom they should be returned as soon as possible.

Unless otherwise stated all posts are required from 1st January, 1984. Assistance with removal expenses given in approved cases for permanent full-time appointment.

SECONDARY OTHER THAN BY SUBJECTS
continued

Scale 2 Posts and above

BRENT
LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
INTERMEDIATE TREATMENT
Scale 2 vacancies now for experienced secondary teachers of basic subjects to join Harlesden Intermediate Treatment team. Additional handicrafts, computer or electronics experience welcomed. The team provides Community Assessment and staffs two Day Care Projects. Successful candidates will have a commitment to strengthening alternatives to residential or custodial care; work to return young people to mainstream education; contribute positively to ethnic issues; support their Social Services colleagues; be led by the Social Services Intermediate Treatment Co-ordinator.
Further details from I.T. Co-ordinator, Forbes House, Comber Close, NW2, (Tel: 01-450 4696).
Application forms (sae) obtainable from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW returnable within 10 days.
London allowance of £987 per annum is payable. Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-Cultural Education. (51803) 135620

CAMBRIDGESHIRE

HUNTINGDON AREA

HUNTINGDON SECONDARY UNIT
School Lane, Hartford, Huntingdon, Cambs.

Tel: Huntingdon 50658

Applications are invited for a Scale 2 post at this Unit for secondary-aged children who have difficulties in the main stream.

Applicants should have experience with difficult adolescents and preferably have an interest in Boys' Games.

Further details and application forms (SAE please) from:- Teacher in Charge, S.T. Womersley, at the Unit. (16025) 135620

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
FEATHERSTONE HIGH (13 - 16) SCHOOL
MIXED COMPREHENSIVE
(607 on roll)
Re-advertisement
Required January 1984 a TEACHER IN CHARGE OF SPECIAL EDUCATION Scale 2 (possibility of Scale 3). Applicants should have the personality and the professional expertise to work successfully with pupils who have learning difficulties and should be able to assist other departments with their courses for these pupils. Further details on request.
Application forms available (on receipt of s.a.e.) from Chief Education Officer, 8 Bond Street, Wakefield, to be returned within 14 days of thesis advertisement.
Unless applicants receive notification within 6 weeks of the specified closing date, would they please assume they have been unsuccessful. In the interests of economy individual letters will not be sent. (51460) 135620

Scale 1 Posts

BOLTON
METROPILITAN BOROUGH
TURTON HIGH SCHOOL
Chapel Town Road, Bromley Cross, Bolton
(11 - 18)
Teachers required from 1.1.84 PHYSICS SCALE 1. Candidates must be able to teach Physics up to and including G.C.E. 'A' level.
MATHS SCALE 1.
Teacher required to teach Mathematics, an interest in Computer Studies advantageous.
Application forms obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 28th September 1983. (16016) 135622

LONDON
URSULINE CONVENT
18 The Downs, Wimbledon, London SW20 8HD
Girls Comprhensive High School
13 - 18, 940 on roll
Required January Teacher of Geography to 'A' Level and European Studies Scale 1, temporary post for two terms in the first instance.
Please apply to the Headmistress with testimonials and s.a.e. for acknowledgement, giving the names and addresses of two referees. (51436) 135622

LEICESTERSHIRE
EDUCATION COMMITTEE

SUPPLY TEAM FOR IN-SERVICE EDUCATION

SCALE 1/2 ACCORDING TO QUALIFICATIONS AND EXPERIENCE

Applications are invited from primary and secondary teachers for challenging and interesting new permanent posts to support in-service education in priority areas: Special Needs, Multi-Cultural, 16 - 19 and Disaffected Pupils. Commitment and achievement in one or more of these areas is desirable but not essential.

Details from the Director of Education, County Hall, Glenfield, Leicester, Leicester, Ext. 492. Closing date 30th September. (17998) 135622

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WEST INDIAN SUPPLEMENTARY SERVICE
Kirkdale Centre, Kirkdale Road, London E11
Required as soon as possible. PRIMARY AND SECONDARY TEACHERS SCALE 1 plus London Allowance.
For further details please see our advertisement under Primary Posts Scale 1. (51549) 135622

Sixth Form and Tertiary Colleges

Heads of Department

LEICESTERSHIRE

GATEWAY SIXTH FORM COLLEGE
The Newarke, Leicester

Roll 750

HEAD OF BIOLOGY SCALE 4

Required January, well qualified graduate teacher. Successful teaching to G.C.E. 'A' level essential.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (S.A.E). (17995) 140018

Scale 1 Posts

SOMERSET

YEOVIL COLLEGE
Yeovil

A Somerset Tertiary College. Lecturer Grade I in Mathematics and Computer Science, to teach mainly to 'A' level standard in Mathematics and Computer Science. Degree essential. Teachers certificate and related experience desirable but newly qualified graduates are welcome to apply.

Application form and details (SAE) from The Director of Resources, Yeovil College, Ilchester Road, Yeovil. (18697) 140022

Special Education

Headships

BUCKINGHAMSHIRE
COUNTY COUNCIL
PEBBLE BROOK SCHOOL
Churchill Avenue, Aylesbury, Bucks. HP21 8LZ
Applications are invited from suitably qualified and experienced teachers for the post of HEADTEACHER of this school for children of secondary age with mild and moderate learning difficulties.
SALARY SCALE: 6 (S).
The school is part of current Special Education reorganisation in the County.
Assistance with removal expenses is given in approved cases.
Application form (s.a.e.) and further details from, and to be returned to, Education Officer, Exchange Street, Aylesbury, Bucks, HP20 1UH.
CLOSING DATE 3 October. (51981) 160010

HERTFORDSHIRE
HARPERBURY HOSPITAL SCHOOL
Harperbury Hospital, Harper Lane, Shenley, Herts.
GROUP 4(S)
Required for January a HEAD TEACHER for the Harperbury School at Harperbury Hospital which serves a number of boroughs in North London. Applicants, who should preferably hold an Advanced Diploma in Special Education or equivalent, should have substantial experience with severely mentally-handicapped and multiply-handicapped children and young people. The school also provides part-time education for some adult patients.
Salary Scale Group 4(S) Headship.
Further details and application forms from County Education Officer, (ref: RAW/JO) Education Department, County Hall, Hertford, Herts. Closing Date 30 September, 1983. (18664) 160010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
APPOINTMENT OF HEADTEACHER - RE ADVERTISEMENT
BEECH HOUSE HOSPITAL SCHOOL
St. Augustines Hospital, Chartham.
Applications are invited for the post of Head Teacher of this Group 4 (S) Day Special School which serves a psychiatric adolescent unit for a day and in-patient's of St Augustines Hospital between the ages of 11–16 plus. The appointment is from January 1984.

APPOINTMENT OF HEADTEACHER - READVERTISEMENT
ORCHARD SCHOOL
Cambridge Road, Canterbury.
Applications are invited for the post of Head Teacher of this Group 6s Day Special School for Children with moderate learning difficulties from January 1984, on the retirement of the present holder of the post.
Application forms & further details from, and returnable to, the Divisional Education Officer, 78 London Road, Canterbury (s.a.e. please) by 28th September 1983.
Previous applicants will automatically be reconsidered. (17156) 160010

LEICESTERSHIRE

ASH FIELD SCHOOL

HEADSHIP

GROUP 6(S)

Required January 1984 HEAD for this DAY and RESIDENTIAL SCHOOL in LEICESTER catering for PHYSICALLY HANDICAPPED children of all ages (present roll - 105). An enthusiastic teacher is sought, preferably with specialist training and experience related to children with special educational needs.

Further details on request (s.a.e.).

Apply (no forms) with full particulars and names and addresses of two referees, to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 26th September. (18656) 160010

ROCHDALE
METROPOLITAN BOROUGH OF ROCHDALE

EDUCATION DEPARTMENT

An Equal Opportunity Employer

HEADSHIPS

HIGH BIRCH SPECIAL SCHOOL
Bolton Road, Rochdale CL11 4RA

Tel: Rochdale 31752

Group 8(s)

Required for January 1984, if possible.

Applications are invited from suitably qualified and experienced teachers for the Headship of this school which caters for up to 170 pupils 3+ to 16 years who have learning difficulties. The Headteacher is responsible for a unit attached to the school which caters for up to 24 students aged 16 - 19 years who have severe learning difficulties. The school has an existing practice of links with mainstream primary and secondary schools and with the local Further Education Colleges and applicants should be committed to maintaining and developing this practice.

INNES SPECIAL SCHOOL
Ings Lane, Rochdale CL12 7DW

Tel: Rochdale 46605

Group 5(s)

Applications are invited from suitably qualified and experienced teachers for the Headship of this school which caters for up to 70 pupils aged 3 to 16+ years who have severe learning difficulties.

Application forms and further particulars are available on receipt of a foolscap stamped addressed envelope from the Chief Education Officer, Education Department, PO Box 70, Municipal Offices, Smith Street, Rochdale OL16 1YD to whom they should be returned on completion not later than 30th September 1983. (18992) 160010

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
Required for 1 January 1984 or as soon as possible thereafter.
SPECIAL EDUCATION. SENIOR ADVISER - Special Education - Headteacher Group X.
The Senior Adviser for special education will lead and co-ordinate the work of the advisory service in the field of special education. He/she will have oversight of the curriculum for special schools and units and special curriculum needs of pupils in ordinary schools (including remedial education).
Applicants should be well qualified and have had broad experience in special education at a senior level in schools or the Advisory Service.
Application forms to be returned by 28 September 1983 obtainable on receipt of a stamped, addressed, foolscap envelope from the Director of education, Mid Glamorgan County Hall, Cathays Park, Cardiff CF1 3NF.
Canvassing will disqualify.
K.S. Hopkins, Director of Education. (16043) 160010

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT
MANDLEY PARK SPECIAL SCHOOL (MALADJUSTED)
Northumberland Street, Salford M7 0EP
Required for January, 1984 HEAD TEACHER (GROUP 4(s)).
Please send stamped addressed envelope for application form and further particulars to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT to whom completed applications should be returned not later than 14 days from the appearance of this advertisement. (51715) 160010

Deputy Headships Second Masters/ Mistresses

AVON COUNTY
KINGSWESTON SCHOOL
Napier Miles Road, Avonmouth, Bristol BS11 0DT
Required from 1st January 1984. Deputy Head (Group 5s) designated Second Master/Mistress. Applicants must have proven managerial experience, appropriate qualifications in Special Education and the ability to advise on girls' welfare and discipline.
Letters of application to the Headteacher by 30th September, giving full details of qualifications, experience and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (51732) 160012

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
GREEN LANE REMEDIAL CENTRE
Required for January 1984, Deputy head of Centre (Group 3s) following the promotion of the previous holder to a Primary School Headship.
The Centre takes children aged 7 - 10 who are failing to reach their full potential within the ordinary school and need specialist help at the Centre for a period of up to two years.
The ideal teacher will be able to offer both good primary experience, and experience in a specialised remedial situation. (A further qualification in primary or remedial education would be an advantage).
Further details and application forms may be obtained (sae please) from the Head of Centre, Mr. J.M. Aired, Green Lane Remedial Centre, Green Lane, Bradford BD8 8HT (Tel: Bradford 792538). Candidates are invited to visit the Centre before applying. Completed forms should be returned to the Head of Centre by 30th September 1983.
Reference ET 74283/TES.
Bradford is an equal opportunity employer and welcomes applications from candidates of any race, sex, age or disability - unless otherwise stated. (17980) 160012

BURY
METROPOLITAN BOROUGH OF BURY
Education Department
DEPUTY HEAD TEACHER
Group 3(S)
Required at Summerseat Residential School, Summerseat Lane, Ramsbottom, Bury BL0 9UD for 1st January 1984 for children aged 7 - 16 years with emotional and behavioural needs.
Wide experience and appropriate specialist qualifications will be an advantage.
Application forms and further details obtainable from and returnable to the Director of Education, Atheneum House, Market Street, Bury BL9 0BN by Friday, 30th September 1983. (51904) 160012

CROYDON
LONDON BOROUGH OF CROYDON

COLDHARBOUR (E.S.N.) (S)
489 Purley Way, Croydon CR0 4RG

Tel: 01-688 1761

Tenable: 1st January 1984

An enthusiastic, imaginative and progressive teacher required for the post of Deputy Head Teacher. The applicant should have a wide experience in the education of children with severe learning difficulties and the ability to translate the educational and social needs of these children into practical terms.

Application forms should be returned direct to the Head Teacher by 7th October 1983.

SALARY:- Burnham Scale, Deputy Head Teacher, Group 4S with London Area Allowance.

Please send s.a.e. for application form from and returnable to the Head Teacher at the above address. (51442) 160012

SOUTH GLAMORGAN COUNTY COUNCIL
Required for January 1984 unless otherwise stated.

SECONDARY EDUCATION

Bryn Hafren Comprehensive School for Girls, Barry
(11-18) 10 Form Entry
MATHEMATICS: SCALE 3
Experienced good honours graduate to teach the subject throughout the school, up to and including 'A' level.
GIRLS' PHYSICAL EDUCATION: SCALE I
Required in October, 1983, qualified teacher to assist with the teaching of Physical Education in Years 1 and 2. The successful candidate will also be required to teach Netball, Athletics and some Dance. This is a temporary appointment on a day to day basis during the maternity leave of a member of staff.
HISTORY: SCALE I
Required as soon as possible, graduate to assist with the teaching of History across the ability range up to 'O' and 'A' level. This is a temporary appointment until 31st August, 1984.

Cardiff High School (11-18 Comprehensive) 6 Form Entry
PHYSICS: SCALE 3
Required for January 1984 an experienced and well qualified honours graduate to be the second teacher in a large and successful Physics Department. The person appointed will be required to teach Physics to 'O' and 'A' level with the possibility of 'S' level and Oxbridge work. Some Integrated Science in Years 1 and 2 will also be required. Experience of Electronics teaching would be an advantage but is not essential.

Cathays High School, Cardiff (11-18 Comprehensive)
6 Form Entry
BOYS PHYSICAL EDUCATION. SCALE I
Required as soon as possible, to assist with Physical Education and Games throughout the school. Ability to teach History in years 1-3 an additional recommendation. This is a temporary appointment to 31st August, 1984.

Fitzalan High School, Cardiff (11-18 Comprehensive)
12 Form Entry
CRAFT: SCALE I (Re-advertisement)
Required for January 1984, or earlier if possible, teacher of Craft subjects required. Ability to teach aspects of C.D.T. up to 'O' level. Teaching is via a multi material approach to problem solving.
PHYSICS: SCALE 2
Required for January 1984, or earlier if possible, to teach Physics to all levels including 'A' level. Scale 2 post, second in Department.

Llanilltud Fawr Comprehensive School, Llantwit Major
(11-18) 7 Form Entry
CHEMISTRY: SCALE 2
To teach Chemistry throughout the School.

Llanishen High School, Cardiff (11-18 Comprehensive)
12 Form Entry
HEAD OF PHYSICS: SCALE 4
A well qualified and experienced graduate to be responsible for teaching and organising the subject throughout the school up to 'A' and 'S' levels. There is a large Sixth Form following the Nuffield scheme of study.

Willows High School, Cardiff (11-18 Comprehensive)
8 Form Entry
GEOGRAPHY: SCALE I OR 2 PLUS S.P.A.
To teach throughout the school up to 'A', 'O' and CSE level. Scale 2 available for suitably qualified and experienced candidate.
TECHNICAL STUDIES: SCALE I PLUS S.P.A.
To teach Metalwork, Woodwork and Technical Drawing throughout the school to 'O' and CSE level. Ability to teach Craft, Design and Technology would be an advantage.

Lady Mary R.C. High School, Cardiff (11-18 Comprehensive)
7 Form Entry
GENERAL SUBJECTS: SCALE I
A teacher of General Subjects (Religious Education, English or Science) is required immediately. Initially this is a temporary appointment until 31st December, 1983, which could be extended until August 1984.

SPECIAL EDUCATION
Ysgol Erw'r Delyn Penarth
TEACHER: SCALE I + S.S.A. (Part-time)
Required for January 1984, part-time teacher of Typing, half-time (13½ hours per week). This is a temporary appointment until 31st August, 1984. Erw'r Delyn is a secondary school for physically handicapped pupils.
Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement.
L. J. A Cule, Director of Education, Education Offices, Kingsway, Cardiff.

THE VALE PH SCHOOL
Vale Road, London N4 1PG.

HEADTEACHER
Group 6S

Required for January 1984.
The Vale School is an all-age school for physically handicapped pupils; it has well-established nursery and primary departments and a major feature of its secondary provision is a successful scheme for integration in a local comprehensive school.
A candidate is sought with wide special education experience and a diploma in special education.
London Allowance (£987) payable.
Removal expenses — 100% allowed in approved cases.
Application forms (s.a.e.) and further details may be obtained from the Chief Education Officer, Education Offices, 48-62 Station Road, Wood Green, London N22 4TY, to whom forms should be returned by 30th September 1983.

Haringey
Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Royal National Institute for the Blind

Sunshine House Nursery School for Blind Children
Oxford Road, Birkdale, Southport, Lancashire

HEAD

Required in January, 1984 for this residential nursery school for blind children.

The school offers a range of services based on the individual needs of about 20 visually handicapped children, most of whom have additional handicaps.

We are looking for a qualified teacher with residential experience to maintain the school's work with young blind and multiple handicapped children in the North East. The post is resident.

Salary on Burnham Scale 3(s).

Further details and application forms, to be returned by 30th September, 1983, available from Education Officer, RNIB, 224 Great Portland Street, London W1N 6AA. Tel: 01-388 1266, Ext. 275.

SPECIAL DEPUTY HEADSHIPS
continued

GLOUCESTERSHIRE
ALDERMAN KNIGHT SCHOOL
Ashchurch Road, Tewkesbury, Glos.
Deputy Head - Group 6 (S)
Required for January 1984 a suitably qualified and experienced candidate for the above post, at this purpose built area special school for pupils with learning and behavioural difficulties.
Further information and application forms obtainable from the Head (Enclose SAE). (17128) 160012

HAMPSHIRE
NORMAN GATE SCHOOL
Vigo Road, Andover SP10 1JZ
Group 5 (s) - Deputy Headteacher
Required January 1984 for this Day Special School for children with moderate learning difficulties.
Further details/Application form from Headteacher. Closing date for receipt of completed applications 30/9/83. (51881) 160012

HERTFORDSHIRE
BRANDLES CLOSE SCHOOL
Weston Way, Baldock, Herts.
Tel: Baldock 892189
DEPUTY HEAD, Group 6 (S) required for January 1984.
The school provides for the Special Educational needs of secondary aged children with moderate learning difficulties in North Herts. Applicants should have previous experience in Special Education and have an Advanced Diploma in Special Education or equivalent.
Further details and application forms are available from the Headmaster at the School.
Candidates are welcome to visit the school.
Closing date 30th September 1983. (18655) 160012

HERTFORDSHIRE
SPRINGFIELD SCHOOL
Leavesden Hospital, Abbots Langley, Herts.
Required for January a suitably qualified and experienced teacher for the post of Deputy Head for this hospital special school. The school caters for both mentally and physically handicapped pupils often with accompanying behaviour disorders. There is now a strong bias towards adult education in the school although there are still a number of children on the roll.
The successful applicant will be required to make a practical contribution to the curriculum.
Application forms and further details from The Head Teacher.
To arrange an informal visit, Tel: Garston (09273 74090, Ext. 182). (51767) 160012

HILLINGDON
LONDON BOROUGH OF HILLINGDON
CHANTRY SCHOOL
(Maladjusted Day Mixed 11 - 16 years 50 places)
Required for January 1984, a Deputy Head Teacher for this Group 4(S) school. A suitably qualified and experienced person is sought, and applications from candidates with experience and interest in curriculum development will be particularly relevant.
The school is organised in Junior and Senior departments and, in addition to fulfilling the normal duties of a Deputy Head Teacher, it is hoped that the person appointed will assume overall charge of the curriculum and organisation for the Senior group.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50467) to whom they should be returned as soon as possible and not later than 30th September 1983.
Outer London Allowance Payable. (18654) 160012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
BOWER GROVE SCHOOL
(?S)
Fant Lane, Maidstone ME16 8NL
Required January 1984 Deputy Head Teacher of this all age school for children with moderate learning difficulties. Vacancy arises through promotion of present Deputy.
Special school experience is essential, and an Advanced Diploma desirable. The candidate must be able to assist in the administration of the school, have experience in organising leaver's Programmes and be capable of leading discussions in curriculum development.
Enthusiasm for participation in all school activities and a vital contribution to the school is looked for.
Apply immediately to the Headmaster, Miss D. Haley BA, Dip Ed. Interviews October. (17157) 160012

NORTHAMPTONSHIRE
RAEBURN SCHOOL
Raeburn Road, Northampton NN2 7EU
DEPUTY HEAD (GROUP 4s)
Required for January 1984 at this day special school for children aged 9 - 16 with behaviour and learning difficulties. Applications are sought from persons with sound experience and further training in special education, who will take a special interest in curriculum development and co-ordination.
Previous applicants will still be considered.
Application forms and further details from County Education Officer (Ref DL), Northampton House, Northampton NN1 2HX. (SAE please)
Closing date 2 weeks after the appearance of this advertisement. (18109) 160012

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post
ASH LEA E.S.N. (S) SCHOOL
Owthorpe Road, Cotgrave, Nottingham NG12 3PA
Headmistress: Miss S. Wren
Roll: 45 (All age)
Suitably qualified and experienced teacher as DEPUTY HEAD (GROUP 4(S)). The successful candidate will be expected to make a practical contribution to the curriculum development already taking place, reflecting an interest in both communication skills and computer-aided learning.
Application forms available (s.a.e.) from the Head Teacher at the school. (51427) 160012

Heads of Department

CAMBRIDGESHIRE
MARSHFIELDS E.S.N.(M) SCHOOL
Eastern Close, Eastern Avenue, Peterborough PE1 4PP
Tel: Peterborough 68058
Head Teacher: Mr. F. Tucker
Roll 150 Age range 2 - 16
REQUIRED FOR 1ST JANUARY, 1984:- Head of Department, Scale 3(S), to have overall responsibility of Nursery/Assessment Unit and Reception Class in the Main School. Vacancy due to promotion.
An enthusiastic and well qualified teacher is required to lead a small team of teachers and welfare staff in the above unit. An interest in Language Development, and a willingness to continue, and expand established liaison with parents and external agencies is essential.
Possibility of housing assistance.
Further details and an application form available from the Head Teacher at the above address (s.a.e. first class). Closing date 30th September. (18937) 160018

Scale 2 Posts and above

BARNET
LONDON BOROUGH
REQUIRED FROM JANUARY 1984, or as soon as possible.
Part-time Teacher required to work for 2 days a week in the Specialist Remedial Service. A qualification in Remedial work required. Salary Scale 2.
Informal enquiries to Miss M.J. O'Flynn (Tel: 951 1044).
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11, and returnable to Miss M.M. O'Flynn, Senior Educational Psychologist, Child Guidance Centre, East Road, Edgware HA8 0BT as soon as possible. (51744) 160020

BERKSHIRE
ADDINGTON SPECIAL SCHOOL
London Bridge Road, Woodley, Reading, Berks RG5 3BS
N.O.R. 180.
Required January 1984, a suitably and experienced TEACHER (Scale 3 (S)). Applicants should have good teaching experience with children who have severe learning difficulties, have an interest in curriculum development and ability to contribute to senior management team.
Application forms and further details from the Headteacher at the school. (SAE). Closing date October 3rd, 1983.
Berkshire County Council is an equal opportunity employer. (51720) 160020

BOLTON
METROPOLITAN BOROUGH
WOODSIDE JUNIOR ESN SCHOOL
Chorley New Road, Bolton BL1 5DH
TEACHER SCALE 2(S)
(Re-advertisement)
Curriculum co-ordinator required from 1.1.84 for Mathematics. Interest in boys' games and audio visual aids advantageous. Previous applicants will remain under consideration.
Application forms obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 28th September 1983. (16014) 160020

BUCKINGHAMSHIRE
MILTON KEYNES AREA
STANTONBURY CAMPUS
Two posts - please see Secondary Section. (51980) 160020

BURY
METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT
TEACHER-IN-CHARGE OF UNIT required for 1st January, 1984, at Elton High School, Walshaw Road, Bury, for Hearing Impaired Pupils. Scale 2(S).
This is a new Unit and we require an energetic and enthusiastic teacher with a commitment to integrating hearing impaired pupils into mainstream education.
Application forms and further details obtainable from and returnable to the Head Teacher at the school by 30th September, 1983. (18888) 160020

CALDERDALE
METROPOLITAN BOROUGH OF CALDERDALE
EDUCATION DEPARTMENT
RE-ADVERTISED
BERMERSIDE SPECIAL SCHOOL FOR PHYSICALLY HANDICAPPED CHILDREN
Required from 1st January 1984 Scale 3(S) to lead curriculum development, strong interest in school leavers programme desirable. Advanced qualification an advantage.
Application forms and further details obtainable (on receipt of a foolscap s.a.e.) from the Headteacher, Bermerside School, Skircoat Green, Halifax HX3 0RZ to whom completed forms should be returned by 30th September 1983. (51570) 160020

DEVON
Please see displayed advertisement on page 60. (51750) 160020

DORSET
RE-ADVERTISEMENT
LONGSPEE SCHOOL
Learoyd Road, Canford Heath, Poole, Dorset
(Special School for primary age maladjusted pupils).
Required January 1984.
1. Teacher for the 7/8 year old age group. First school experience essential.
2. Teacher for the 10/11 year old age group. Junior/Primary school experience essential.
One post will be for Scale 2(s) for a candidate able to offer responsibility for Mathematics throughout the school, and the other post will be Scale 1 and Special School Allowance.
Will previous applicants please confirm that they wish their application to be reconsidered.
Application forms and further details from the Headmaster on receipt of s.a.e. (51429) 160020

EALING
LONDON BOROUGH
Education Service SURREY
RED HOUSE SCHOOL
Brighton Road, Tadworth, Surrey KT20 6AY
(maintained by the London Borough of Ealing).
Experienced teacher wanted as soon as possible for this residential school for maladjusted boys (aged 9 - 16). Candidates should be able to teach basic subjects and to part-specialise in one of the following subjects: music, drama, science, rural studies, mathematics. Flat accommodation available.
Scale 2(S) plus Fringe Area London Allowance.
Application forms from Headmaster at the school (SAE) to be returned by 23 September 1983. (51836) 160020

HAVERING
LONDON BOROUGH OF HAVERING
SERVICE FOR SENSORY IMPAIRMENT
Required January 1984 or earlier, experienced and enthusiastic qualified teacher of the Hearing Impaired to be in charge of a Junior Partially Hearing Unit at Hacton J.M.I. School, Hornchurch. The unit is part of a well established service committed to a policy of optimum integration. A flexible approach is vital as teacher will be expected to offer both a supportive role and a teacher commitment in the main school.
Salary Scale 2 plus £645 London Weighting. Special Class allowance of £711 p.a. for person holding appropriate qualification.
Application forms and further details from (s.a.e. please) the Director of Educational Services (Ref: Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing date: Friday 30th September, 1983. (51585) 160020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATIONAL SERVICES FOR HEARING IMPAIRED CHILDREN
The County Council has well established services for Hearing Impaired children. There is a comprehensive Audiological Service and close liaison with Psychological Services.
TEACHER IN CHARGE
There is a vacancy for a qualified and experienced teacher of the Deaf at Hampton County Primary School, Herne Bay, Canterbury, to take charge of a 3 teacher unit with Nursery, Infant and Junior classes with effect from January 1984. Emphasis is placed on integration in appropriate places and good parental interaction.
Scale 3 + S.S.A.
ASSISTANCE TEACHER
There is a vacancy for a qualified Assistant Teacher of the Deaf for the Infant/Nursery age range at the partially hearing unit attached to Molehill Copse County Primary School, Hereford Road, Maidstone ME15 7ND from January 1984.
Scale 2 plus Special Schools allowance.
This is a readvertisement. Previous applicants will be reconsidered.
Further details and application forms available from and returnable to the County Education Officer (T7) Springfield, Maidstone, Kent ME14 2LJ (s.a.e. please) by 28th September, 1983. (11158) 160020

HERTFORDSHIRE
Inner London Education Authority
SHAFTESBURY HOUSE (MAL) (B) BOARDING SCHOOL
Barkway Road, Royston, Herts.
TEACHER SCALE 2(S)
For full advertisement see the relevant section of the ILEA Schools advertisement. (18982) 160020

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
HYLEFORD SCHOOL
Loxford Lane, Ilford, Essex
(Tel: 01-590 7272)
Headteacher: Mrs G. Morgan
Required for January 1984 a suitably qualified and experienced Teacher (Scale 2 (S) to take responsibility for the mathematics curriculum in this all age day school for children with severe learning difficulties. The successful candidate will teach a senior class as part of the upper school team and will need to work closely with parents and professionals.
Further details and application forms are available from the Headteacher to whom completed forms should be returned by 30th September 1983.
Outer London Allowance is payable. (51630) 160020

ROSS-SHIRE
RADDERY
Fortrose, Ross-shire IV10 8SN
A School for Children with Special Needs
Tel: (0381) 20271
Principal: David Dean
REQUIRED IMMEDIATELY.
RESIDENT SENIOR HOUSEPARENT/PROJECT LEADER - £8,107 - £9,170 (includes 22½% plusage to salary as payment in lieu of overtime).
RESIDENT ASSISTANT - 2 posts - NJC Scale 2 or 3 according to experience and qualifications.
From this October, Raddery is extending the provision it makes for its children. We are opening a community based Family Half-Way House for six children of school age who are in their last year of formal education, attending Raddery School on a day basis or possibly Fortrose Academy or Inverness Technical College. The work of the Family Half-Way House, is to create as normal a family situation as is possible with an emphasis on identifying and teaching various life-skills according to individual needs.
The Senior Houseparent will have special responsibility to the Principal for:
Providing a stable and therapeutic environment for the children to achieve as normal a family situation as possible;
Purchasing clothing and food stuffs through retail outlets;
Day to day management of the home and its staff;
Participation in case conference and close co-operation with schools and other agencies working with Raddery.
Applicants should have extensive relevant experience in the field of residential child care and, ideally, hold either the CSS or CQSW qualification.
REQUIRED FOR RADDERY SCHOOL TRAINEE HOUSEPARENT/THERAPIST. Applicants should be confident of their potential ability to deal with difficult young people, skilled and well-practised in a number of activities and pursuits and willing and able to learn much from our staff, who are currently working with the children with some real measure of success. We would particularly like to hear from candidates with an additional interest in animal husbandry or technology.
Single accommodation is available at the school. Salary Scale NJC Grade 2 rising to 3. 46¼ hours per week: 13 weeks holiday per year. This is a trainee post - minimum age 21 years. After one year of satisfactory induction, this post would become permanent.
Raddery, on the Black Isle, 3 miles from the sea and 20 minutes from Inverness, is an independent charitable status community of 30 potentially difficult children aged 10 - 17 years, who come to us mainly from the North of Scotland. Some 29 adults, half of whom are resident, work as integrated team members with the Principal, to devise ways of helping and educating our children by means of a stimulating individual and group work programme and formal and informal learning situations undertaken in a spirit of loving-care and harmony.
Letters of application, together with full curriculum vitae should be sent to the Principal together with the names, addresses and telephone numbers of three referees. The Principal welcomes informal telephone enquiries. (16990) 160020

LEICESTERSHIRE
SHELTHORPE SPECIAL UNIT
SHELTHORPE CP SCHOOL
Woodthorpe Road, Shelthorpe, Loughborough, Leics
SCALE 1 + S.S.A.
Required January, teacher with ideas and imagination to work in special ESN (M) unit with approximately 20 children. Previous experience and advantage but not essential.
Further details from the Head (S.A.E.). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (18101) 160020

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
OAKES PARK SCHOOL
Matthews Lane, Sheffield S8 8JS
(Physically Handicapped)
SCALE 3
Required for January, 1984, a Support Teacher for this school which caters for physically handicapped pupils. Experience in dealing with the physically handicapped is essential, and a relevant further qualification is desirable.
Application forms and further details are available from the Chief Education Officer (Teachers Division), P.O. Box 67, Leopold Street, Sheffield S1 1RJ, to whom completed forms should be returned by 30th September 1983. (51936) 160020

Ealing
London Borough

ST ANN'S SCHOOL
Springfield Road, Hanwell W7 3JP

DEPUTY HEAD TEACHER

Required to lead a young and enthusiastic team of staff for this new Group 5(S) School for 60 young people with severe learning difficulties aged 14-19 years.
The school is well provided for and presents opportunities for a person with imagination and enthusiasm to contribute to its development.
If you wish to visit the school before applying, please telephone 01-567 6291.
£987 London Allowance.
Assistance with relocation expenses may be payable in appropriate cases.
Application forms and further information available (SAE) from the Head, to whom they should be returned by 30 September 1983. TES16-9

Hawksworth Hall School
Hawksworth, Guiseley, Leeds LS20 8NU

Deputy Head Teacher Group 3(S)

An experienced and well qualified person is required for January 1984, for this important and challenging post.
This is a residential school catering for 28 severely multiple handicapped young people aged 5–12 and is principally concerned with assessment of learning potential. The Deputy will be non-resident but required to undertake sleeping-in duties for which appropriate payment will be made.
For further details and application form, contact Mr F. Jagger, Head Teacher, at above address, or telephone (0943) 72914.

THE SPASTICS SOCIETY

INGLEDENE, RICHMOND ROAD BOWDON, CHESHIRE

TEACHER – Scale 2S

This new Project will be a residential resource for the care of about 12 severely emotionally damaged boys and girls, run in close partnership with Trafford S.S.D. In addition to a range of therapeutic interventions, there will be a need to provide education for some of the children. We are seeking a qualified teacher able to devise and implement imaginative and individual teaching programmes in co-operation with workers from other disciplines.
Essential qualities are an innovatory approach to the educational needs of emotionally damaged children, and the ability to function within a multidisciplinary team. Job sharing or teaching on a sessional basis may be considered.
Conditions of service broadly in line with Burnham.
The Society is a Christian organisation which seeks in staff a readiness to grow in Christian faith and life.
Informal enquiries: Roger Woodcock, Project Leader, Ingledene. (Tel: 061 928 2917).
Further information and application form/job description from: Church of England Children's Society, North West Regional Office, 131 Nevile Road, Kersal, Salford. (A4 s.a.e. appreciated).

The Children's Society

SPECIAL EDUCATION
continued

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
ROBIN HOOD PRIMARY SCHOOL
Bowness Crescent, Kingston Vale SW15 3QL
Primary Support Class
Tel: 01-546 7388
Required from January 1984, a suitably qualified and experienced teacher to have responsibility for a small group of pupils with special educational needs.
A scale 2 post with Special Schools addition is available and it is expected that applicants will have had experience in special schools or units, or possess a specific teaching qualification in the area of special educational needs. London Allowance £645 p.a.
Application form and further details are available from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey (s.a.e. please) to whom the completed form should be returned by 30th September, 1983. (51985) 160020

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
CHILD PSYCHOLOGY SERVICE
Remedial Education & Advisory Department
Required for 1st January 1984
REMEDIAL AND ADVISORY TEACHER (SCALE 3)
Applications invited from Teachers with at least 5 years teaching experience and an appropriate advanced diploma or degree obtained as a result of one year full-time study at a University or College of Higher Education.
The Service which provides comprehensive support to children with special needs in Primary, Secondary and Special Schools, is also involved in compensatory education and projects in social priority areas.

FIRS SPECIAL SCHOOL
Coopers Lane, Smethwick, Warley, West Midlands
Head Teacher - M.J. Chinner
TEACHER Scale 2S - with general responsibility for the teaching of basic skills to a mixed ability class of 11 and 12 year old children and specific responsibility for the co-ordination of mathematics teaching throughout the school. The school has accommodation for 80 physically handicapped and delicate children aged 3 - 12 years.
An interest in Music, P.E. recreational activities or drama advantageous: applicants from mainstream education with relevant experience will be given fullest consideration.
Interested persons may contact the Head Teacher (Tel: 021 558 1069)

GLENVALE DAY SPECIAL SCHOOL (Group 6S)
Jervoise Street, West Bromwich, West Midlands
(Head Teacher - Miss D.J. Blake)
TEACHER - Scale 2S to teach a group of 10 - 14 year old children at this all age school for children with severe learning difficulties. To be responsible for outdoor education, including organisation of camps, outings and holidays throughout the School.
Further information from the Head Teacher (021-553 0687)

REGENT DAY SPECIAL SCHOOL (Group 5S)
Red Lion Close, Tividale, Warley, West Midlands
Head Teacher - G. Lloyd
TEACHER - Scale 2S at this all age school for children with severe learning difficulties.
To co-ordinate upper school activities, with additional responsibility for the general welfare of senior boys. An ability to teach P.E. and Games to the older boys and a willingness to take part in Outdoor pursuits an advantage. Interest in behaviour modification desirable.
Further information from the Head Teacher (Tel: Dudley 55343).
Application forms for the above four posts available from and returnable to Director of Education, Education Department, P.O. Box 41, West Bromwich, West Midlands.
Closing date in each case 4th October 1983.
Canvassing of members of the Authority will disqualify. An equal opportunity employer. (51612) 160020

SURREY
EDUCATION COMMITTEE
WEST HILL SCHOOL
Leatherhead
Handicraft teacher required January 1984 with interest in teaching children with learning difficulties and able to offer combination of woodwork, metalwork and allied materials. School has 150 pupils aged 5 - 16 and a spacious well equipped centre. Scale 2(S) post for suitably experienced candidate and Surrey Fringe Area Allowance.
Details and application forms from Head. Tel: Leatherhead 375270. (51917) 160020

SURREY
EDUCATION COMMITTEE
ST. NICHOLAS SCHOOL
Redhill
Teacher responsible for group aged 13 - 15, required at this residential school with Further Education facilities for boys aged 10 - 16 with learning difficulties. MUSIC and/or P.E. an advantage. Possibility of Scale 2 (S) post for suitably qualified candidate and Surrey Fringe Area Allowance. Additional duties allowance of £1,869 for 15 hours per week. 3 bedroomed house available.
Details and application forms from Head, Tel: Redhill 61163. (51918) 160020

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WHITEFIELD SCHOOL & CENTRE
Macdonald Road, London E17
Required for January ASSESSMENTS TEACHER/PSYCHOLOGIST, SCALE 2 (s) (plus London Allowance).
For further details please see our advertisement under Educational Psychologists. (51533) 160020

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WHITEFIELD SCHOOL & CENTRE
Macdonald Road, London E17
Head: Mr. P. Turner
Required for January DEPUTY HEAD OF DEPARTMENT FOR SPECIFIC/BEHAVIOUR & COMMUNICATION DIFFICULTIES SCALE 3s Plus London Allowance required in this special school.
An experienced teacher is required to fill this responsible position in this large Special School catering for a variety of learning difficulties. The Department deals with pupils with communication and emotional difficulties, many autistic/psycotic in origin: age range 5 - 19 years.
You will be expected to deputise for the Head of Department who is in overall charge of sections dealing with both primary and secondary age pupils and to assume leadership of the primary section.
Applicants must possess and advanced degree or diploma in special education and have experience educating pupils with similar learning difficulties.
Contact the Head Teacher for Application Form and further details (send s.a.e.) Ref. No. 813/371.
Closing date: 30th September (51420) 160020

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
FAIRCROSS SPECIAL SCHOOL
Rosslyn Road, Barking, Essex
Required as soon as possible - A part-time teacher of Craft and Design, PRINCIPALLY WOODWORK, for this school for P.H. and Delicate pupils, 3 days per week. Experience of Special Education not essential. A technician will be available. The successful candidate will work with small groups of children in a special workshop. Salary in accordance with Scale 1. Inner London Allowance payable.
Application forms available from the Chief Education Officer (s.a.e.) Town Hall, Barking, Essex. Closing date 29th September 1983. (51539) 160022

BEDFORDSHIRE
SUNNYSIDE SCHOOL
The Baulk, Biggleswade, Beds. SG18 0PT
Required as soon as possible an enthusiastic Scale 1 Teacher (part-time 0.7), preferably with previous experience in the teaching of children with severe learning difficulties. The successful applicant should be prepared to work within any age/ability range.
Application forms and further details from Miss P.A. Moore, Headteacher, at the School. (Sae please). (51538) 160022

BRENT
LONDON BOROUGH OF BRENT
NEASDEN HIGH (MIXED) SCHOOL
Quainton Street, NW10 (Roll: 916, 11 - 18)
Part time (0.7) qualified SIGNING TEACHERS OF DEAF (Scale 1) required immediately for 2 years to support Michaels' PHU and main school integration. Hours by arrangement.
Application forms and further details (sae) from Director of Education, P O Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW returnable within 10 days.
London Allowance of £987 per annum is payable. Brent is an equal opportunity employer.
Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origins, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons.
Brent is fundamentally committed to Multi-Cultural Education. (51802) 160022

BUCKINGHAMSHIRE
Inner London Education Authority
DROMENAGH (PB) (MAL) BOARDING SCHOOL
Sevenhills Road, Iver Heath, Bucks.
TEACHER (SCALE 1 SSA)
For full advertisement see the relevant section of the ILEA Schools advertisement. (18984) 160022

CAMBRIDGESHIRE
CAMBRIDGE AREA SPECIAL EDUCATION TEAM
Teachers of children with Special Educational Needs - Scale 1 or 2. To work under the guidance of the Senior Area Educational Psychologist to provide educational assistance for children with special educational needs. The teachers must be experienced practitioners with a sound knowledge of primary school practice. The ability to travel within the area is essential.
Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge CB3 0AP (s.a.e. please). (16021) 160022

CAMBRIDGESHIRE
THE GREEN HEDGES E.S.N.(S) SCHOOL
Stapleford
Required as soon as possible, a teacher to take mainly Physical Education and Swimming throughout the age and ability range. Previous applicants need not re-apply.
Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge CB3 0AP (s.a.e. please). Closing date 26th September 1983 (16028) 160022

DORSET
ST FRANCIS SCHOOL
Hooke, Beaminster, Dorset
Required for January 1984 teacher of General Subjects and/or Rural & Environmental Studies at this Non Maintained boarding school for maladjusted boys aged 9 - 16+. Single accommodation available.
Special School & Extraneous Duties allowances paid.
Send SAE to Headmaster for further details and application forms. (17986) 160022

DORSET
SLADES FARM SCHOOL
Ensbury Avenue, Ensbury Park, Bournemouth
(Senior Maladjusted) (mixed)
30 pupils
Required January 1984. Teacher for Music throughout the school to C.S.E./'O' level. Possibility of 2S post for suitably qualified and experienced applicant.
Application form and further details from Headteacher on receipt of s.a.e. Closing date 30th September. (51959) 160022

DORSET
LINWOOD SCHOOL
Alma Road, Bournemouth
(150 on roll)
Required January 1984 at this school for children with moderate and severe learning difficulties, a teacher for class of 9 - 11 year old children with severe learning difficulties. Scale 1 + S.S.A.
Application forms and further details from the Headmaster on receipt of s.a.e. Closing date 30th September. (51958) 160022

DORSET
RE-ADVERTISEMENT
LONGSPEE SCHOOL
Learoyd Road, Canford Heath, Poole, Dorset
(Special School for primary age maladjusted pupils)
Required January 1984.
1. Teacher for the 7/8 year old age group. First school experience essential.
2. Teacher for the 10/11 year old age group. Junior/Primary school experience essential.
One post will be for Scale 2(s) for a candidate able to offer responsibility for Mathematics throughout the school, and the other post will be Scale 1 and Special School Allowance.
Will previous applicants please confirm that they wish their application to be reconsidered.
Application forms and further details from the Headmaster on receipt of s.a.e. (51962) 160022

GLOUCESTERSHIRE
ALDERMAN KNIGHT SCHOOL
Ashchurch Road, Tewkesbury, Glos.
Assistant Teacher Scale 1+SSA required for January 1984 for this area special school for children with learning and emotional difficulties. Ability to co-ordinate and teach physical activities and organise outdoor pursuits throughout senior school. Also team teaching of basic subjects to a secondary aged group.
Forms and further details from the Head Teacher. (51826) 160022

GLOUCESTERSHIRE
BETTRIDGE SCHOOL
Warden Hill Road, Cheltenham
Required as soon as possible, Assistant Teacher Scale 1 + S.S.A. to work as part of a multi disciplinary team in the integration unit.
Applicants should have a keen interest in the education of children with severe learning difficulties who exhibit autistic features and/or behaviour disorders.
Application forms and further details from the Headmaster (Enclose S.A.E.) (17127) 160022

HAMPSHIRE
GREENACRES SPECIAL SCHOOL
Andover Road, Winchester SO22 6AU
Teacher required January for Class of 8 children between 11 and 14 years, all with severe learning difficulties and a wide range of physical handicaps. Scale one post plus S.S.A.
Letter of application giving full curriculum vitae, the names and addresses of two educational referees and enclosing s.a.e. (18693) 160022

HAMPSHIRE
WHITEDOWN SPECIAL SCHOOL
Albert Road, Alton GU34 1LP (E.S.N.(S))
Required as soon as possible, Teacher to be responsible for the Special Care Class. Experience with this type of child essential.
Scale one post plus S.S.A.
For further information please apply to Head. Tel: Alton 88201. (18692) 160022

HEREFORDSHIRE
BODENHAM MANOR SCHOOL
Bodenham, Herefordshire
Headmaster: E.R. Saunders
Applications are invited for the post of TEACHER in this residential school for 38 emotionally disturbed boys aged 8 - 16 years. Ability to offer general subjects essential, but in particulars the applicant must be prepared to take full and active part not only in classroom education but also in out of school activities, and have a willingness to become a member of the staff team of teachers and child care workers dealing seriously and therapeutically with the children's problems. This is a challenging and rewarding post for any person willing to give of their time, and the applicant must be prepared to offer a total commitment to this child orientated school. Special consideration will be given to an applicant offering Maths, and there is a possibility of a Scale II post for a suitably experienced teacher.
Full Burnham Salary with Special Schools and extraneous duties allowance.
Letter of application to be sent with curriculum vitae to the Headmaster. (51950) 160022

HERTFORDSHIRE
GREAT BROOKMEAD SCHOOL
Allerton Road, Boreham Wood
Required for January 1984, a suitably qualified and experienced teacher (Scale 1: plus SSA: plus Outer London Fringe Allowance) for a class of 5 - 7 year olds in the Infant Department of this all-age school for children with moderate learning difficulties.
Further details and application form from the Headteacher (SAE). (51539) 160022

HILLINGDON
LONDON BOROUGH OF HILLINGDON
PARK PLACE SCHOOL
A qualified and experienced teacher is required for January 1984 at this residential special school for boys of secondary age, many of whom have learning difficulties. The person appointed will work with a small class of senior pupils and should have a knowledge of remedial work and be able to prepare individual learning programmes. Applications will be welcomed particularly from candidates with experience in one or more general craft subjects.
Additional duty allowance of £1,800 p.a. payable for 15 hours extraneous duties each week.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50467) to whom they should be returned as soon as possible and not later than 4th October 1983. (18653) 160022

KENT
SPECIAL EDUCATION KENT SPASTICS SOCIETY
THOMAS DELARUE SCHOOL
A Teacher (Scale 1 + S.S.A.) with Teacher of the Deaf qualification wanted at this Secondary Residential School for January, 1984. This post will be part of a team concentrating on the development of communication skills for multiply handicapped, young people although the primary involvement will be with young people with a hearing loss ranging from severe to mild. Experience with physically handicapped children an advantage.
Further particulars and application form from the Headmaster, Thomas Delarue School, Shipbourne Road, Tonbridge, Kent. Tel: Tonbridge (0732) 354584. (17981) 160022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
YORK ROAD JUNIOR SCHOOL
Tutorial Unit, York Road, Dartford DA1 1SQ
Roll 42.
Headmaster: Mr. M. Brock.
Teacher (Scale 1) required for January 1984 to work in a carefully structured environment with a group of 12 children who have learning difficulties and some behavioural problems. Remedial experience an advantage. Special Schools Allowance.
Application forms and further details from the Divisional Education Officer, Essex Road, Dartford DA1 2AZ. (17159) 160022

LANCASHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
EDUCATION DEPARTMENT
Re-Advertisement
PRESTON GARTH HOUSE ASSESSMENT CENTRE
Preston
(25 on Roll)
As soon as possible. SCALE 1 + SSA. GENERAL SUBJECT ABILITY TO OFFER BOYS GAMES AN ADVANTAGE.
For application form and addresses to whom completed form should be sent send SAE (foolscap) to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ.
Closing date: 29th September 1983. (18987) 160022

LONDON
Research Officer required by University of London Institute of Education.
See advertisement under Research Section. (51514) 160022

MERSEYSIDE
LIVERPOOL & S.W. LANCS SOCIETY FOR AUTISTIC CHILDREN
PETERHOUSE SCHOOL
Southport
Applications are invited for the post of: ASSISTANT TEACHER (Burnham Scale 1) at this independent weekly boarding school for autistic and non-communicating children. Experience with mentally handicapped children would be an advantage.
The post falls vacant on 1st January 1984. Closing date 30th September 1983.
Initial applications in writing with full curriculum vitae, and two referees (large S.A.E. please) to the Principal, Peterhouse School, 32 Chambres Road, Southport, Merseyside PR8 6JG. (51434) 160022

NEWHAM
LONDON BOROUGH OF NEWHAM
GURNEY SCHOOL
Knox Road, London E7 9HW
Head Teacher: Mr. J. Francis
Number on roll: 120
HOME ECONOMICS
Scale 1 (temporary to cover maternity leave)
Required as soon as possible.
London Allowance: £939 plus Special Schools Allowance.
Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 27th September 1983.
Education Offices, Broadway, Stratford, London E15 4BH. (51628) 160022

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE UPPER SCHOOL
(For children with severe learning difficulties)
York
(Readvertisement)
Required for September 1983 or January 1984 a CLASS TEACHER at this purpose built school for senior pupils with severe learning difficulties, aged 12 - 19 years. Candidates should have an interest and ability to develop Home Economics throughout the school, as a proportion of their time-table will be devoted to this.
Salary: Burnham Scale 1 (+ SSA).
Application forms and further particulars are available upon receipt of a s.a.e. (to be returned by 22nd July 1983) from the County Education Officer, Room 135, County Hall, Northallerton DL7 8AE. (18639) 160022

NORTH YORKSHIRE
INGMANTHORPE HALL
York Road, Wetherby, North Yorkshire
TEACHER OF MATHEMATICS
A qualified and experienced teacher to accept responsibility for mathematics in this residential special school for children with behavioural and emotional difficulties. Classes rarely exceed eight boys and C.S.E. (mode 3) and G.C.E. 'O' level courses are well established. The successful applicant will be required to advise teachers at the junior end of the school on the teaching of mathematics. In addition to accepting responsibility for teaching older groups, while not essential it would be advantageous for candidates to have had experience in the developing of computer aided learning packages especially at remedial levels.
In addition an ability to assist with games and other physical activities would be desirable. Salary in accordance with Burnham scale dependent upon qualifications and experience. In addition to Special Schools allowance all teaching staff work an average of 15 hours per week extraneous duties during term time for which they receive an additional payment of £1,800. (under review).
Application forms and further details are available by writing to the Director at the above address or telephoning the school on Wetherby 63203. (51782) 160022

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
YSGOL PENMAES
Brecon
(Special School ESN(S))
Applications are invited from suitably qualified teachers for profoundly handicapped pupils of secondary school age. Scale 1 plus special school allowance. (Ref: 711).
Application forms obtainable from the Director of Education, Education Offices, The Lindens, Spa Road, Llandrindod Wells, Powys, to whom completed forms should be returned by 30th September, 1983. (51734) 160022

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
REGENT DAY SPECIAL SCHOOL (Group 4S)
Red Lion Close, Tividale, Warley, West Midlands
(Head Teacher : G. Lloyd)
Required for 1st January 1984
TEACHER - SCALE 1 + SSA. at this all age school for children with severe learning difficulties:
To be responsible for a class of children with profound learning difficulties and to develop a curriculum for this particular group of pupils. Interest in and preferably experience of, behaviour modification desirable.
Further information from the Head Teacher (Tel: Dudley 55343).
Application forms from and returnable to Director of Education, Education Dept., P.O. Box 41, West Bromwich, West Midlands.
Closing date 4th October 1983.
Canvassing of members of the Authority will disqualify. An equal opportunity employer. (51611) 160022

SURREY
EDUCATION COMMITTEE
NUTFIELD PRIORY SCHOOL (HEARING IMPAIRED CHILDREN)
Redhill.
SPECIALIST COOKERY AND DRESSMAKING TEACHER
See main advertisement under Secondary, Home Economics, Scale 1. (17971) 160022

SURREY
EDUCATION COMMITTEE
NUTFIELD PRIORY SCHOOL (HEARING IMPAIRED CHILDREN)
Redhill.
SPECIALIST ART TEACHER
See main advertisement under Secondary, Art & Craft, Scale 1. (17972) 160022

SURREY
EDUCATION COMMITTEE
NUTFIELD PRIORY SCHOOL (HEARING IMPAIRED CHILDREN)
Redhill
Qualified Teacher of the Deaf required January 1984 or earlier if possible to teach General Subjects at this residential school for pupils aged 9 - 17 plus. Special additional qualifications for teachers of the hearing impaired also required. Scale 1 plus Special Schools and London Fringe Allowances. Additional Duties Allowance of £1,764 p.a. for average of 15 hours per week. Single accommodation available.
Application forms and further details from Head. Tel: Nutfield Ridge 2957. (51919) 160022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
LEA GREEN SPECIAL SCHOOL AND CENTRE
Leyton Green Road, London E10
Head: Mrs. M. Gross
Required for January or as soon as possible. SCALE IS/IIS Plus London Allowance depending on experience and qualifications. In this part-time secondary department of this Borough Special resource. You will work with groups of secondary aged pupils who are presenting behavioural problems in their mainstream schools and are subsequently required to attend this centre on a sessional basis for support with their behaviour and work.
We need someone with initiative and energy, who relates easily to adolescents and who can contribute effectively to the treatment and education of these youngsters with problems.
Opportunities may exist later to work in external groups organised and run by Lea Green Staff in the Borough's mainstream High Schools.
Experience in mainstream school is desirable.
Ref. No. 89/372.
Required for as soon as possible TEMPORARY TEACHER POST (SCALE IS Plus London Allowance) to cover a secondment.
Qualified teacher to work in this Borough Special Resource which caters for children of all ages with social, emotional and behavioural problems with attendent learning difficulties. The school is divided into a number of departments and you will be required to work essentially with Secondary pupils who attend on a sessional basis.
Support would be given to a teacher with no previous experience of special schooling, though experience in mainstream secondary schooling would be a considerable advantage.
Ref. No. 89/373.
Application forms for both posts available from the Head Teacher (send s.a.e.).
Closing dates 30th September. (51830) 160022

WEST SUSSEX
SOUTHERN AREA
HEARING IMPAIRED UNIT
CONNAUGHT JUNIOR SCHOOL
York Road, Littlehampton
Required January 1984. Qualified Teacher of the deaf. Scale 1 plus Special Class Allowance, Connaught Hearing Impaired Unit, Littlehampton.
For further details and application form apply to Headteacher at the school enclosing s.a.e. (18695) 160022

Independent Schools

Headships

CORNWALL

ST. JOSEPH'S GIRLS' SCHOOL
Launceston, Cornwall
(day and weekly boarding for 200)
pesently a convent foundation will become an independent Trust School from September 1984.
The Governors seek a Head of School to start at that time and be closely associated with the continuation and development of this Christian establishment.
This position will require administrative skill and experience as well as the ability to maintain the standards of the school. This post will provide a demanding yet stimulating career opportunity and the Governing body anticipate suitably rewarding the successful candidate.
Please write in the first instance to:- Karen de Glanville, c/o St. Josephs Convent, St. Stephens, Launceston who will forward information and a Form of Application. (17121) 180010

MIDDLESEX

HALLIFORD SCHOOL
Shepperton, Middx.
270 boys
HEAD TEACHER
Applications are invited from suitably qualified and experienced senior teachers for the post of HEAD TEACHER of this long-established independent non-residential school for boys (11 - 18 years) owing to the retirement of present Headmaster at the end of the Michaelmas Term. Salary commensurate with a high degree of dedication and strong interest in independent education will be offered together with normal fringe benefits.
The successful candidate will take up duties no later than the beginning of the Michaelmas Term 1984 or sooner if available.
Applications in writing by 14th October 1983, including curriculum vitae and the names, addresses and telephone nos. of at least two referees, should be sent to: The Bursar/Company Secretary, Halliford School Ltd., Russell Road, Shepperton, Middx. (17111) 180010

Deputy Headships Second Masters/ Mistresses

KENT

BEDGEBURY SCHOOL
(G.S.A., 400 girls)
Requires either for January or April 1984 a fully-qualified and experienced graduate for the new post of DEPUTY HEAD OF LOWER SCHOOL. The salary will be Burnham Scale 4. The appointee will be required to be resident at Lower School and to teach up to twenty lessons per week. Candidates should please state the subject(s) which they can offer.
Further details of the School and the post itself are available from the Headmaster to whom a letter of application, with full C.V. and the names and addresses of two referees should be sent as soon as possible. Address: Bedgebury School, Goudhurst, Cranbrook, Kent TN17 2SH. (16126) 180012

LONDON

QUEEN'S GATE SCHOOL
Deputy Principal required for January 1984.
Girls' Public Day School with some Sixth Form Boarders. Approx. 240 in Junior and Senior Departments with 80 pupils in Sixth Form. This non-residential post requires applicants to have experience/training in administration and time-tabling. Also experience of teaching to Sixth Form level. Salary according to Burnham Scale with London Allowance.
Apply in writing with C.V. and names of two referees to The Principal, Queen's Gate School, 133 Queen's Gate, South Kensington, London SW7 5LF. (18997) 180012

MANCHESTER

CHORLTON CONVENT HIGH SCHOOL
High Lane, Chorlton-cum-Hardy, Manchester M21 1FA
Roman Catholic High School for girls aged 11 - 16 yrs.
Approx. 250 pupils
DEPUTY HEADTEACHER required for January 1984 (grad. preferred) Group 6 Burnham scale. Keen interest in curriculum development essential (some experience preferred).
Applications giving full c.v. and stating the names & addresses of 2 referees to be addressed to the Chairman of Governors at the School. (17491) 180013

By Subject Classification

Arts and Design

Other Assistants

LONDON SW13

ST PAUL'S SCHOOL
Lonsdale Road, Barnes, London SW13 9JT
Tel: 01-748 9162
Required for January or September 1984 a full-time teacher of Art. Experience in most areas of two dimensional work is essential. Further details of the post, which offers considerable scope in a well equipped department, can be obtained from the Director of Art.
St Paul's salary scale. If necessary, help with accommodation available.
For children of established members of staff, free education is available at St Paul's School, Colet Court and St Paul's Girls' School.
Applications giving full details of qualifications and the names of two referees should be sent as soon as possible to the High Master at the above address. (17112) 181224

CITY OF LONDON SCHOOL

Appointment of Head

The Board of Governors of the City of London School invite applications for the post of Head, which will become vacant on 1st September 1984 on the retirement of the present Headmaster, Mr. James Boyes.

By a recent decision of the City Corporation, the building of the new School on an adjacent riverside site, which has been anticipated for several years, will begin in February 1984 and will be due for completion in the summer of 1986.

Details of the post and application forms may be obtained from:

The Town Clerk,
PO Box 270,
Guildhall,
London EC2P 2EJ.
Reference CLS/JFS

The closing date for applications will be Friday, 30th September. TES18-10

ST. EDMUNDS' COLLEGE
Old Hall Green

THE HEADSHIP

of this Independent Roman Catholic Boarding and Day School becomes vacant in September, 1984 on the retirement of Fr. Michael Garvey, MA.

Further details may be obtained from the Clerk to the Governors St. Edmund's College.

Final applications to be received by 30th September, 1983.

BISHOP'S STORTFORD COLLEGE

Appointment of Head

Applications are invited for the post of Head of Bishop's Stortford College on the retirement of the present Headmaster in August 1984.

The school consists of 585 pupils of whom 280 are boarders, and the salary and other benefits will take account of the responsibilities attaching to the post.

Further details and application forms can be obtained from the

Clerk to the Governors
Bishop's Stortford College
Hadham Road
Bishop's Stortford
Herts. CM23 2QZ.

The closing date for receipt of application forms will be 8th October, and interviews will be held in November. TES18-10

RYDE SCHOOL
Isle of Wight

The Governors invite applications for the

HEADSHIP

which becomes vacant in September 1984 on the retirement of the present Headmaster.

The School is represented on the Headmasters' Conference and the Governing Bodies' Association.

Further details are available from the Clerk to the Governors, Ryde School, Enterprise House, Isambard Brunel Road, Portsmouth PO1 2RZ, to whom applications should be submitted by 11th October 1983.

YORK HOUSE SCHOOL

HEAD

(I.A.P.S. school for 240 day boys aged 5 – 13)

Applications are invited from University graduates between the ages of 30 and 50 for the post of Head as from September, 1984. The school is situated in a pleasant 18th century country house in which the Head enjoys rent-free occupation of a 4 bedroomed flat.

Further particulars available from the Secretary of the Trust, York House School, Redheath, Croxley Green, Rickmansworth, Herts.

CASTERTON SCHOOL
KIRKBY LONSDALE, CUMBRIA

Applications are invited for the post of

HEAD

of this highly regarded Independent Public School for Girls, with 375 pupils, mainly boarders, aged 8–18. The vacancy has been caused by the deeply regretted death of Mr T. S. Penny, who had been Headmaster since 1973.

It is hoped that the person appointed, who must be a qualified graduate teacher and a communicant member of the Church of England, will be able to take up his or her duties at the beginning of the Summer Term, 1984. Short list interviews will take place in November at Casterton. Closing date for full applications will be 21st October.

The School, located in beautiful country, is strong in numbers, in academic achievement and in pastoral care. It is a member of the GBGSA and GSA. The Head's salary will be based on Burnham Scale Group 7. Other benefits are negotiable.

For particulars of the appointment please write to the Clerk to the Governors, W. Fishwick Esq. c/o Messrs Pearson & Pearson, Solicitors, Kirkby Lonsdale, Carnforth, Lancs LA6 2AN.

ASHFORD SCHOOL
KENT

Applications are invited from suitably qualified and experienced candidates for appointment as:

HEAD

of this Independent Girls Boarding and Day School of pupils aged 7–18, which becomes vacant on 1st August, 1984 when the present Headmistress retires.

Particulars of this post Burnham Headmistress Group 12 are obtainable from:

The Clerk to the School Council
Ashford School
East Hill
Ashford, Kent

Applications close on 17th October, 1983.

THE GIRLS' PUBLIC DAY SCHOOL TRUST

Nottingham High School For Girls
9 Arboretum Street, Nottingham, NG1 4JB
962 girls

The Council of the GPDST invite applications for the post of

HEAD

which will become vacant from 1st September 1984, upon the retirement of the present Headmistress. Experience as a Head or Deputy Head would be desirable.

There are 714 girls in the Upper School (including a Sixth Form of 155) and 248 in the Lower School. The Head has responsibility for both Upper and Lower Schools.
Salary: Burnham Group II.

Further particulars of the post can be obtained from **The Secretary, The Girls' Public Day School Trust, 26 Queen Anne's Gate, London SW1H 9AN.** Closing date for applications: Friday 14th October 1983.

TRINITY SCHOOL, CROYDON
(Independent, H.M.C., 750 boys)

HEAD OF JUNIOR SCHOOL

Applications from suitably qualified and experienced teachers are invited for the above post which falls vacant in September 1984. The successful applicant will be expected to take major responsibility for the welfare of the lower half of this 10–18 school, and will also play an important role in recruitment.

The salary is on Whitgift Foundation Senior Scale (£12,009–£13,995). Help with removal expenses, and possibly with accommodation.

Applications (no forms) with names of two referees should be sent by September 30 to the Headmaster, Trinity School, Shirley Park, Croydon, CR9 7AT.

INDEPENDENT ART
continued

KENT

BEDGEBURY SCHOOL
(G.S.A., 400 girls)
Requires for January 1984 a qualified and experienced teacher for the post of HEAD OF ART. The appointee will be expected to have a knowledge of History of Art, Ceramics, Graphic Design and Fine Art and to be prepared to teach throughout the school, including GCE 'O' and 'A' level standards. The salary will be Burnham Scale 3 and the post could be resident.
Further details of the school and the post itself are available from the Headmaster to whom a letter of application, with full C.V. and the name and addresses of two referees should be sent as soon as possible. Address: Bedgebury School, Goudhurst, Cranbrook, Kent TN17 2SH. (16125) 181224

Classics

Other Assistants

CROYDON

THE OLD PALACE SCHOOL
Required for January 1984, an good Honours graduate to join a thriving department, and to share in the teaching of LATIN and GREEK to University entrance level, and JACT O & A level CLASSICAL CIVILISATION. This is a scale 2 post for suitable candidate.
Please apply in writing with the names and addresses of two referees to the Headmistress, Old Palace School, Old Palace Road, Croydon CR0 1AX. (17991) 181624

YORK

THE MOUNT SCHOOL
York YO2 4DD
(Boarding School; 290 girls, 11 - 18, one of the nine Quaker Schools in England)
Required for JANUARY 1984: Resident or non-resident full-time teacher of CLASSICS (Graduate) - Latin to 'O', 'A', and 'S' level, with some Greek to 'O' Level.
Application forms, obtainable from the Headmistress's Secretary, should be returned with the names and addresses of two referees no later than 3 October. (51913) 181624

Commercial Subjects

Other Assistants

HAMPSHIRE

LORD MAYOR TRELOAR COLLEGE
Commercial Subjects
Required from 1st January, 1984 in this non-maintained special boarding school for 250 physically handicapped boys and girls of normal intelligence aged 9 - 19, with a Sixth Form of over 70 students. Ability to teach to BTEC General Level and R.S.A. Typing Stage 2. Scale 1, plus Special Schools Allowance, possibly Scale 2(S) if well qualified and experienced. Additional £705 for extra duties. Accommodation may be available at a reasonable rent.
Foolscap S.A.E. for further details and application form to: The Headmaster, Lord Mayor Treloar College, Holybourne, Alton, Hants. GU34 4EN. (51969) 181824

Part-Time Teacher required for GCE 'O' and 'A' Accounts. Capital College, 47 Red Lion Street, London WC1R 4PF. Tel: 01-404 5883. (17172) 181824

Computer Studies

Other Assistants

OXFORDSHIRE

RYE ST ANTONY SCHOOL
Qualified Teacher (graduate) required in September to share teaching of Computer Studies to A Level, part-time.
Apply with CV to Headmistress, Rye St Antony School, Pullens Lane, Headington, Oxford, OX3 0BY. (14311) 182024

Geography

Other Assistants

WARWICKSHIRE

RUGBY SCHOOL
There will be a vacancy in January, 1984 (due to a promotion to Head of Department) for a well qualified graduate to teach Economic Geography to Advanced and University Scholarship levels. Candidates should have strong sporting interests. Accommodation available.
Applicants should write, giving curriculum vitae and likely contributions to out of school activities, together with the names of two referees, to The Head Master, Rugby School, Rugby, Warwickshire. (17985) 182624

History

Heads of Department

SURREY

CRANLEIGH SCHOOL
Head of History
Required in January 1984. It is hoped to make the appointment before the end of September.
Apply, with full curriculum vitae, to the Headmaster, Cranleigh School, Surrey GU6 8QQ. (17122) 182818

Home Economics

Other Assistants

LONDON N16

YESODEY HATORAH PRIMARY GIRLS' SCHOOL
153 Stamford Hill
Suitably qualified and experienced teacher required immediately for needlework and handicraft throughout the School. The post is part-time, hours to be arranged.
C.V., names and addresses of two referees and daytime telephone number to the Headmistress. (18032) 183024

SUSSEX

EASTBOURNE COLLEGE OF DOMESTIC ECONOMY
Wanted for January 1984 a teacher of Home Economics to teach primarily Catering to students 17 to 20 years. Experience in teaching Needlework an asset.
Non-resident post. Salary dependent on experience and qualifications.
Please send Application, Curriculum Vitae and names and addresses of two referees to The Principal, Eastbourne College of Domestic Economy, 1 Silverdale Road, Eastbourne BN20 7AA. (18972) 183024

KENT

LEELANDS SCHOOL
Walmer, Deal CT14 7NU
See advertisement in PASTORAL COLUMN. (18621) 183424

SURREY

ROYAL GRAMMAR SCHOOL
Guildford
(HMC to 700 boys 11 - 18)
Required in January 1984, a graduate to teach MATHEMATICS throughout the school, up to and including university entrance. This is an opportunity to join a successful department at a school where academic standards are high. Ability and willingness to help with extra-curricular activites such as rugby and cricket. C.C.F. and Scouts, will be an advantage. Salary: Burnham plus, Scale 2 available for suitably qualified and experienced candidate. Possibility of help with accommodation.
Applications, in the form of a curriculum vitae supported by a letter of application quoting at least two referees, should be submitted as soon as possible to the Headmaster, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. (16918) 183424

Modern Languages

Other Assistants

BEDFORDSHIRE

BEDFORD SCHOOL
A graduate LINGUIST is required for the Easter and Summer Terms of 1984. This is a temporary post although the successful applicant will also be considered for a permanent post in the Department from September 1984. French, German and Spanish are taught to Oxford and Cambridge entrance level. Applicants should be able to offer French as their main language with either German or Classics as a subsidiary. An ability to help with extra curricular activities would be an advantage. Bedford School Salary Scale.
Further details may be obtained from the Head Mastr, Bedford School, Bedford MK40 2TU, to whom application should be made, together with details of qualifications and experience and the names of two referans. (17136) 183624

BRADFORD

BRADFORD GRAMMAR SCHOOL
Keighley Road, BRADFORD BD9 4JP
There will be a vacancy in January 1984 for a well-qualified Teacher of French, capable of teaching at all levels up to Advanced Level. Salary (above Burnham) will be according to qualifications and experience. Assistance with out-of-school activities essential.
Letters of application and curriculum vitae, together with the names of two referees, should be sent to the Headmaster. Closing date 23.9.83. (18079) 183424

LONDON NW1

MILL HILL SCHOOL
Required for January 1984 a well-qualified graduate to teach French to Scholarship level and German to at least 'O' level.
The successful applicant will have a substantial element of Sixth Form work and will be willing to play an active role in a large and enterprising department where exchanges and the bilingual teaching of History and Geography have become soundly established.
Involvement in extra-curricular activities will also be welcomed. Accommodation available.
Applications giving details of qualifications and experience together with the names and addresses of two referees should be sent as soon as possible to the Head Master, Mill Hill School, London NW7 1QS, from whom further information may be obtained. (18572) 183624

Music

Heads of Department

BRISTOL

COLSTON'S SCHOOL
Stapleton, Bristol
Required for January 1984, a DIRECTOR OF MUSIC to take charge of Music throughout the School. This is an important post and the School is looking for a well qualified and enthusiastic person to maintain its high standard of Music. There is an Orchestra, String Orchestra, Wind Band, Brass Band and various ensembles and choirs, including a flourishing Choral Society. Numerous concerts are held. The Director will also be responsible for O and A level teaching and for general music education. A Music School with practice cells exists and there is a strong team of assistant musicians. Accommodation is available.
Applications, including full curriculum vitae and telephone number, together with the names and addresses of two referees, should be made to The Headmaster, Colston's School, Stapleton, Bristol BS16 1BJ (telephone 655207) from whom further details are available. (17393) 183818

Other Assistants

HAMPSHIRE

BEDALES SCHOOL
Petersfield, Hampshire GU32 2DG
HMC Co-ed 13 - 18 Boarding
MUSIC DEPARTMENT
Required for January 1984, or possibly later, PIANIST. Salary Burnham scale, starting point by negotiation.
Full details of this challenging, full-time position can be obtained from the Director of Music. (18346) 183824

KENT

BENENDEN SCHOOL
Cranbrook, Kent
(Independent: 374 girls 11 - 18)
Required in January 1984, a well-qualified Graduate to share the teaching of Class Music throughout the school and to assist with Ordinary and Advanced Level tuition. Full-time department of five. Some individual lessons in Piano.
Apply in writing, giving names, addresses and telephone numbers of two referees to the Headmistress. (17378) 183824

WEST MIDLANDS

SOLIHULL SCHOOL
West Midlands
(Independent, H.M.C., - 900 boys 7 - 18 and 50 Sixth Form girls)
Required for January 1984.
MUSIC TEACHER who can also act as ORGANIST & CHOIRMASTER for distinguished Chapel Choir and as teacher of class music throughout the school. Must be F.R.C.O. or equivalent.
Burnham Scale plus Solihull Allowance £300 per annum.
Full details from Headmaster, Solihull School, Solihull B91 3DJ. (Tel: 021 705 0958). (51914) 183824

WEST SUSSEX

ARDINGLY COLLEGE
Haywards Heath, West Sussex
Tel: 0444 892316.
Required immediately well qualified and experienced FLUTE TEACHER for one or two days per week.
Applications to the Director of Music. (51968) 183824

WIMBLEDON

KING'S COLLEGE SCHOOL
Wimbledon Common, London SW19 4TT
Tel: 01-947 9311
Required immediately a teacher of classical guitar for boys' day school. Up to 3 days teaching per week (approx 34 pupils).
Applications with names, addresses and telephone numbers of two referees to The Director of Music. (51645) 183824

ETON COLLEGE

Teacher of Classics

January or September 1984

Because of a promotion to Head of Classics at Westminster, a Classics graduate is required at Eton in January 1984. This is an important post as the person appointed will be asked to take a full share of Sixth form teaching. The Head Master is looking for a young man or woman of high ability in Classics, with the personality to communicate enthusiasm for the subject at top level and to make an all-round contribution to the School.

If the best candidates are not available until September 1984, the Head Master may fill the vacancy temporarily from January. Applications are therefore invited from men or women who might be interested in a short-term appointment as well as from those seeking a permanent post.

Applications, including curriculum vitae and the names, addresses *and telephone numbers* of three referees, should be sent to the Head Master, Eton College, Windsor, Berkshire.

Moira House
EASTBOURNE

Due to the appointment of the current holder to a new post the position of

HEAD OF ENGLISH DEPARTMENT

is available. We would like to appoint for January, but would delay the appointment in order to secure the right person for this key post.

The Department has a strong reputation for academic success at both O and A level and the successful applicant will be able to teach to University Entry as well as having interests throughout the English curriculum.

The starting point for this post is Burnham Scale 1.

Applications by letter with the names and addresses of three referees should be sent by 27th September to the Headmaster's Secretary, from whom further details are available.

MOIRA HOUSE SCHOOL · EASTBOURNE
EAST SUSSEX BN20 7TE

English

Heads of Department

NORTHAMPTON

SPRATTON HALL SCHOOL
Spratton, Northampton NN6 8HP
IAPS 235 pupils - day and weekly boarding
HEAD OF ENGLISH required for September 1984 following retirement. A thriving Department with an excellent Scholarship and Common Entrance record.
Applicants preferably in early thirties with experience of preparatory school teaching. Willingness to contribute in extra-curriculum activities: rugby and games coaching desirable.
Salary above Burnham with Government superannuation. No school accommodation.
Apply with CV and names of two referees to the Headmaster. (17130) 182418

Other Assistants

BERKSHIRE

WELLINGTON COLLEGE
A vacancy will exist in JANUARY 1984 for a graduate to teach ENGLISH at all levels within a strong department.
Applications with c.v. and names of 2 referees to: The Master, Wellington College, Crowthorne, Berks. as soon as possible. (51915) 182424

CHESHIRE

Due to sudden illness an immediate vacancy has arisen for a Teacher of ENGLISH, initially 3½ days a week possibly leading to full time in the future. This appointment requires a highly qualified and suitably experienced person for O and A Level preparation. Burnham Scale.
Apply by letter giving names of 2 Referees and C.V. to The Principal, Cransley School, Belmont Hall, Great Budworth, Near Northwich, Cheshire CW9 6NQ. (18881) 182424

Berkshire
ETON COLLEGE

ENGLISH GRADUATE

required for September 1984 to teach throughout the School. The Head Master wishes to appoint a young graduate (man or woman) either straight from university or after one teaching post. An interest in games, drama or other out-of-school activities would be an additional recommendation. Accommodation available. Eton salary scale.

Applications, including curriculum vitae and names, addresses and *telephone numbers* of three referees, should be sent to the Head Master, Eton College, Windsor, Berkshire, from whom further details can be obtained.

Mathematics

Heads of Department

SUSSEX

SEAFORD COLLEGE
Head of Mathematics Department required for January 1984, or as soon as possible thereafter, to teach to 'A' and 'O' Levels. Burnham Scale plus Seaford Allowance. Married accommodation provided. Interest in games and extra-curricular activities appropriate to a Boys' country boarding school an advantage.
Further details and application forms from the Secretary, Lavington Park, Petworth, West Sussex. (16993) 183418

Other Assistants

CHESHIRE

CRANSLEY SCHOOL
See Preparatory Schools Mathematics. (18883) 183424

DORSET

QUEENSMOUNT SCHOOL
18 Queens Park West Drive, Bournemouth BH8 9DB
Independent Church of England Boarding and Day School for 180 Girls aged from 8 to 18 years.
Required in January 1984 a graduate to share the teaching of SMP Mathematics from 11 years, with some computing. Full-time post Burnham Scale 1 with Government Superannuation.
Apply to the Principal with C.V. and copies of testimonials or names of two referees. (51505) 183424

KENT

BENENDEN SCHOOL
Cranbrook, Kent
(Independent: 374 girls 11 - 18)
Required in January 1984, a university GRADUATE to join a department of four to share the teaching of MATHEMATICS throughout the school to University Entrance level.
Burnham Scale and Government Superannuation. Non-resident, but accommodation available.
Apply with testimonials and names of referees to the Headmistress. (17381) 183424

ROYAL GRAMMAR SCHOOL
Guildford

Required in January 1984 or as soon as possible thereafter, a

DIRECTOR OF MUSIC

to succeed Mr David Whelton on his appointment as Music Officer of the Yorkshire Arts Association.

Full details from the
Headmaster's Secretary
Royal Grammar School
High Street
Guildford
Surrey GU1 3BB

INDEPENDENT EDUCATION
continued

Pastoral

KENT
LEELANDS SCHOOL
Walmer, Deal CT14 7NU
REQUIRED IMMEDIATELY (Term commences September 14th) as ASSISTANT HOUSEMISTRESS a young qualified teacher to assist Matron in the Boarding House (55 girls) and deputise for her and teach MATHEMATICS to two small groups of lower stream 10 and 11 year olds. Possibility of further teaching after first year. Burnham Scale 1 salary. Government Superannuation, plus free accommodation during term time. Tel: 03045 4415. (18620) 184024

Physical Education

Other Assistants

NOTTINGHAMSHIRE
RODNEY SCHOOL
Kirklington, Newark, Nottinghamshire
Required immediately P.E. teacher for boys games including Rugby. Help with boarding duties. Accommodation available. Burnham.
Apply to Head. (0636) 813281. (17988) 184224

ST EDMUND'S SCHOOL
CANTERBURY
(HMC and IAPS)

requires an experienced priest in Anglican Orders to serve as

SCHOOL CHAPLAIN

and possibly as Head of Religious Studies. The school which educates boys and day girls has special responsibility for educating orphaned children of the clergy.

The Chaplain's role is vital and enjoyable, involving pastoral care of the whole school community, the organisation of chapel services and a part in the teaching and extra-curricular life. A house is provided and reasonable relocation expenses will be paid. Burnham salary; assistance with education of own children.

For application form and further particulars please write to:

The Secretary, Clergy Orphan Corporation, 57b Tufton Street, Westminster, London SW1P 3QL.

Religious Education

Other Assistants

KENT
BROMLEY HIGH SCHOOL.
G.P.D.S.T.
Blackbrook Lane, Bickley, Bromley BR1 2TW
QUALIFIED TEACHER OF R.E. required from 31st October until at least the end of this term; not quite full-time. Teaching includes general R.E. and O-level classes in Religious Studies (London Board).
Please apply by letter (no forms) to the Headmistress at the school, giving details of qualifications and experience, and giving names and addresses of two or more academic referees. (17125) 184424

OXFORDSHIRE
LINCOLN COLLEGE
Oxford
CHAPLAINCY
The College invites applications from graduates in Anglican orders for the post of Chaplain from October 1984. The post may be combined either with a Junior Research Fellowship of the College or with a Curacy at a city church.
Further particulars may be obtained from the Rector, Lincoln College, Oxford, to whom applications should be submitted by 15 October, 1983. (16989) 184424

Science

Heads of Department

SURREY
ROYAL NAVAL SCHOOL
Haslemere GU27 1HQ
(G.S.A. 300 girls)
Required in January, 1984, an experienced Graduate to take charge of Physics teaching throughout the School to 'O', 'A' & 'S' Level (London Board). Flourishing and well equipped Science Department with good numbers of University entrants annually. Non-resident post, Burnham Scale 2. Applicants for a temporary post for two terms will be considered.
Applications with full curriculum vitae and names and addresses of two referees to the Headmistress. (17566) 184818

LEICESTERSHIRE

HEAD OF SCIENCE

RATCLIFFE COLLEGE
Syston, Leicestershire LE7 8SG

Boarding School (HMC)

270 boys (13 - 18) and 36 girls (VIth form only)

Required for January 1984, a well qualified and experienced teacher who will have overall responsibility for the teaching of Science throughout the school. The applicant must be capable of teaching Physics up to Oxbridge level and of organising the Physics Department. Salary Burnham scale, according to qualifications and experience, plus special allowance.

Applicants should send to the Headmaster for further details of the post.

Letters of application, together with the names, addresses and telephone numbers of two referees should be forwarded to the Headmaster by the end of September. (51916) 184818

WEST MIDLANDS
TETTENHALL COLLEGE
Wolverhampton, West Midlands WV6 8QX
(Independent day and boarding school, 450 pupils. HMC SHMIS GBA)
HEAD OF THE SCIENCE DEPARTMENT
Required in January 1984 a well qualified graduate to be Head of the Science Department. An ability to teach PHYSICS up to 'A' Level is essential. The school has a strong commitment to the development of courses in Microelectronics and Computing and intends to build a Technical Activities Centre. Experience in these fields would be welcome. Bachelor accommodation may be available. Burnham Scale 3 or 4 according to qualifications and experience.
Further information is available from the Headmaster to whom applications should be sent with a full curriculum vitae and the names of two referees. (18990) 184818

Other Assistants

BRISTOL
CLIFTON HIGH SCHOOL
Bristol BS8 3JD
Required for January, 1984:- Physics Teacher. Honours Graduate. Burnham Scale 2 post available for suitable applicants. Work includes 'O', 'A' and 'S' levels.
Apply immediately to the Headmistress with testimonials and/or names and addresses of two referees. (51902) 184824

DEVON
PLYMOUTH COLLEGE
Headmaster's Conference Day & Boarding School
650 boys, 200 in Sixth form
Due to promotion to a Head of Department's post, a Graduate (Scale 2) is required for January 1984 to teach Chemistry in a large academically strong department at all levels up to Scholarship. Willingness to help with games and other school activities, particularly climbing, would be most welcome.
Curriculum vitae with the names of two referees to the Headmaster, Plymouth College, Ford Park, Plymouth PL4 6RN. (18771) 184824

N. IRELAND
SULLIVAN UPPER SCHOOL
Holywood, Co. Down BT18 9EP
TEACHER OF CHEMISTRY TO 'A' LEVEL (SCALE 1)
There will be a vacancy from 1st January, 1984 for a well qualified and experienced teacher of Chemistry. The ability to assist with games will be an advantage.
Applications, giving full details and the names of two academic referees, should reach the Headmaster by 30th September 1983. (15587) 184824

NOTTINGHAMSHIRE
RODNEY SCHOOL
Kirklington, Newark, Nottinghamshire
Teacher of Chemistry to 'A' level with some junior Physics required immediately in rural boarding school. Help with boarding duties. Accommodation available. Burnham.
Apply to Head. (0636) 813281. (17989) 184824

WARWICKSHIRE: RUGBY SCHOOL.
There will be a vacancy in January, 1984 for a Physicist to teach at all levels in the School. The successful applicant, who must be highly qualified, will join a large Science Department of eighteen graduates with a wide variety of university and industrial experience. The Department has its own Workshops, Library, Computing and Electronics laboratories, together with a wide range of other laboratory and lecture room facilities. All boys study Physics to 'O' level, and at 'A' level the Nuffield Physics course is followed. An interest in electronics would be an advantage, but is not essential. Accommodation available.
Applicants should write giving curriculum vitae and likely contributions to out of School activities, together with the names of two referees, to The Head Master, Rugby School, Rugby, Warwickshire. (17984) 184824

WINCHESTER
ST. SWITHUN'S SCHOOL
Winchester SO21 1HA
Tel: (0962) 61316
(An independent school of 400 girls aged 11 - 18 yrs. in membership of G.S.A.).
Required in JANUARY 1984 (possibly earlier) a full-time assistant to teach Biology at all levels. Strong Science in the Sixth Form and a Science department of eight.
Salary Burnham Scale.
Applications to the Headmistress by October 6th with full C.V. and names and addresses of three referees. (51912) 184824

Other than by Subject Classification

Other Assistants

AIGLON COLLEGE
HISTORY AND P.E. POSTS
See Overseas Section. (18530) 185604

SURREY
TORMEAD SCHOOL
Guildford
Independent School for girls aged 5 - 18. G.S.A. Junior Department: 120 girls aged 5 - 9.
Required for January 1984 well-qualified teacher for a class of 6 - 7 year-olds.
Burnham Scale 1, plus London Fringe Weighting; Government superannuation and sick pay regulations.
Please apply in writing to the Headmistress supplying full curriculum vitae and the names and addresses of two referees. (15595) 185604

Boys Independent grade school requires immediately teacher for first two forms, teacher for any two of the following subjects: Maths, Geography, English, French, in a part time capacity.
Apply in writing to, Rabbi M.H. Sufrin, Lubavitch Foundation, 109 Stamford Hill, London N16. (18686) 185604

MASTERS/Mistresses/Matrons requiring posts in Independent Schools, should write with s.a.e. Sec. F.I.S. Post Cottage, Morringden Road, Billinghurst, Sussex. (51443) 185604

LAUREL BANK SCHOOL
Glasgow
Appointment of

HEAD

The Governors invite applications for the post of Head which becomes vacant in August 1984 on the retirement of Miss A. J. B. Sloan, who has held the position since 1968.

Laurel Bank, founded in 1903, is a day school for girls aged 4 to 18 years, and has approximately 440 pupils. At present grant aided, the school participates in the Assisted Places Scheme, and is becoming fully independent. It is situated in the west end of the city, close to Glasgow University.

Full particulars of the School and the post can be obtained from Mr N. G. Floyd, C.A., Secretary to the Laurel Bank Co Ltd, 19 Woodside Terrace, Glasgow G3 7XH, to whom applications should be sent by Monday, 17th October, 1983.

Kelvinside Academy

BURSAR

Originally founded in 1878 Kelvinside Academy is one of Scotland's best known schools, providing day-time education, both primary and secondary, for over 700 boys. The Rector is a member of the Headmasters' Conference.

The Bursar will be responsible through the Rector to the Board of Governors of the Kelvinside Academy War Memorial Trust for the efficient administration of the School, its accounts, budgets, records, premises and non-academic staff. The Bursar will also act as financial advisor to the Board as required.

Candidates, preferably qualified accountants or chartered secretaries aged over 35, must offer at least ten years' successful experience of administration and finance at senior executive level. Salary around £10,000. Please write initially, in confidence, to W. J. O. Michie, Director, MSL, 14 St. Vincent Place, Glasgow G1 2EU quoting Reference 32704.

APPOINTMENTS IN SCOTLAND

ARGYLL
BUSINESS OPPORTUNITY
The Educational Institute of Scotland is interested in finding an enterprising husband/wife team to take over Blairmore House, the Institute's holiday centre for teachers. Located near Dunoon, in Argyll, the country house, with accommodation for 22 guests, is at present operated on near-commercial lines, but the Institute considers that much more could be made of the centre's potential by business-orientated individuals interested in managing and developing the centre, building on the existing clientele. Various arrangements, including sale or partial sale, could be considered wit. interested individuals or partnerships.
Anyone interested should, in the first instance, write to Mr R. Hodge, EIS Accountant, 46 Moray Place, Edinburgh EH3 6BH. (18884) 170000

LOTHIAN

REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the undernoted posts.

PRIMARY

HEAD TEACHER. Reference B. Ferniesside School. Responsibility Allowance £3,033 (subject to review).

PRIMARY HEAD TEACHER. Reference B. Liamore School. Responsibility Allowance £3,033 (subject to review).

Salary will be paid in accordance with the current Scottish Teachers Salaries Memorandum.

Further information and application forms may be obtained from the Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ.

Closing date for applications is 30th September 1983.

Candidates should specify for which post they wish to apply. (51627) 170000

Tayside Regional Council

EDUCATION DEPARTMENT
VACANCIES IN PROMOTED POSTS

SECONDARY

(D) KIRKTON HIGH SCHOOL, Dundee	ASSISTANT RECTOR (R.A. £3690)
(D)*LAWSIDE RC ACADEMY, Dundee	PRINCIPAL TEACHER OF MATHEMATICS (R.A. £2457)
(D)*ST JOHN'S RC HIGH SCHOOL, Dundee	PRINCIPAL TEACHER OF PUPILS WITH LEARNING DIFFICULTIES (R.A. £2457)

TEACHER POSTS

PRIMARY

(P) DUNKELD, ABERFELDY AND GRANDTULLY AREA	PART-TIME PERIPATETIC TEACHER OF GAELIC

SECONDARY

(D) VARIOUS SCHOOLS IN DUNDEE	TEACHERS OF ENGLISH
(P) PERTH HIGH SCHOOL	TEACHER OF BUSINESS STUDIES (with special interest in ECONOMICS)
	TEACHER OF MATHEMATICS
(P)*ST COLUMBA'S RC HIGH SCHOOL, PERTH	TEACHER OF BUSINESS STUDIES ECONOMICS

*Applicants for these posts must satisfy the Roman Catholic Church Authorities as to their Religious belief and character.

Application forms and full details, according to post annotation, are available from:
(D) Divisional Education Officer, Floor 6, Nethergate Centre, 36 Yeaman Shore, Dundee DD1 4BL.
(P) Divisional Educational Officer, 6-8 South Methven Street, Perth PH1 5PF.

TES17

REGIONAL ADVISER IN MUSIC
(with a strong interest in the Arts)
£12,825-£13,359
Closing date: Tuesday 4 October 1983.

SECONDARY SCHOOLS
PROMOTED POST
PRINCIPAL TEACHER OF GUIDANCE
JEDBURGH GRAMMAR SCHOOL Roll 622
Responsibility payment £1539 per annum.
Closing date for applications: 30 September 1983.

TEACHING POSTS
BUSINESS STUDIES
PEEBLES HIGH SCHOOL Roll 995.
PHYSICS
GALASHIELS ACADEMY Roll 1285.

TEMPORARY POST
GENERAL SCIENCE — MAINLY CHEMISTRY WITH PHYSICS
HAWICK HIGH SCHOOL Roll 1415.
Post for 1 year only — session 1983/84.

Application forms for these posts may be obtained from the Personnel Manager, Regional Headquarters, Newtown St. Boswells. Completed forms should be returned to the Director of Education at Regional Headquarters.

TES17

REGIONAL COUNCIL
Borders

Preparatory Schools

Headships

BEDFORDSHIRE
WALMSLEY HOUSE SCHOOL
Bedford
Pre-Prep aged 3 to 9: 140 pupils, co-ed.
Applications are invited for the post of HEAD of the above named school, which falls vacant in September 1984. Applicants should have appropriate qualifications and experience.
Further details of the post may be obtained from the Chairman, and letters of application including the names of 3 referees, should be sent to the Chairman of the Council, Walmsley House School, 23 Kimbolton Road, Bedford. (16058) 205604

CROYDON
TRINITY SCHOOL
Croydon
HEAD OF JUNIOR SCHOOL
Required for September 1984
See Independent Schools Deputy Headships. (16088) 205604

SURREY

ST IVES SCHOOL
Three Gates Lane, Haslemere

I.A.P.S. Preparatory Day School for Girls and Pre-preparatory School for Boys (130 + pupils)

The Committee of Management invite applications for the HEADSHIP from suitably qualified people with experience of responsibility in a preparatory school. The post falls vacant in April 1984.

Applications together with Curriculum Vitae should be sent to the Chairman c/o the School to be received not later than October 7th, 1983. Accommodation is available. Further information may be obtained by telephoning Haslemere 3611. (17110) 205604

PREPARATORY HEADSHIPS
continued

MOUNT HOUSE SCHOOL
Tavistock

The Governors of Mount House School invite applications for the post of:

HEAD

Mount House is a Preparatory School which stands in grounds of 50 acres on the outskirts of Tavistock. There are 145 boarders and 20 day boys in the school.

The School became a Trust in 1976.

Full details and application forms can be obtained from:

The Bursar
Mount House School
Mount Tavy
Tavistock
Devon PL19 9JL.

By Subject Classification

Mathematics

Other Assistants

CHESHIRE
Required for January 1984 teacher of Mathematics in the Junior Department. Common Entrance and Scholarship standard.
Application forms from The Principal, Cransley School, Belmont Hall, Great Budworth, Near Northwich, Cheshire CW9 6NQ. (18889) 203424

MID-GLAMORGAN

ST JOHN'S SCHOOL
Newton, Porthcawl

Required for January 1984, a qualified teacher to be responsible for Mathematics to C.E. and Scholarship standard. Some games and extra-curricular duties involved.

Applications with C.V. and names of two referees to the Headmaster. (51967) 203424

SURREY
HALSTEAD PREPARATORY SCHOOL FOR GIRLS
Woodham Rise, Woking, Surrey
180 pupils, 3 to 12
Enthusiastic, dedicated and experienced Mathematics teacher required for January or April 1984 to prepare for entry to senior independent schools, including Scholarships. Burnham Salary scale.
Apply with C.V. and names and addresses of two referees to The Headmistress. (17101) 203424

Modern Languages

Other Assistants

NEWCASTLE UPON TYNE
NEWCASTLE PREPARATORY SCHOOL
Required in January 1984 for this day preparatory school a teacher i/c French to C.E. and P.S.S. level. The candidate should also offer an additional teaching subject, either history or geography or scripture. Willingness to help with games would be an asset. Salary Burnham Scale 1. D.E.S. pension scheme.
Letters of application to the headmaster with c.v. and the names and addresses of two referees by 7 October. Newcastle Preparatory School, 6 Eslington Road, Newcastle upon Tyne NE2 4RH. (18658) 203624

Physical Education

Other Assistants

DORSET
Required January 1984 qualified resident staff to teach GAMES and GEOGRAPHY in girls' Prep School ages 7 - 13. Scale 1 Burnham, Government Superannuation, Accommodation in modern house in village nearby.
Please write with curriculum vitae and names, addresses of two referees to: Headmaster, Knighton House School, Blandford, Dorset DT11 0PY. (17459) 204224

HERTFORDSHIRE
BERKHAMSTEAD SCHOOL
Preparatory Department requires for January 1984 an ASSISTANT TEACHER to take charge of PHYSICAL EDUCATION (mainly soccer, cricket and gym; for 65 boys aged 7 - 10 and to teach GENERAL SUBJECTS (Maths, English and History to 9 year-olds). A Scale 2 post may be available to an experienced teacher.
Write, including a tabulated C.V., to the Headmaster, Preparatory Department, Chesham Road, Berkhamsted HP4 3AQ.
Closing date: 6 October 1983. (17133) 204224

Science

Other Assistants

SURREY
DOWNSEND SCHOOL
1 Leatherhead Road, Leatherhead, Surrey.
I.A.P.S. Prep School - 330 day boys.
Required for January or September 1984, a qualified and energetic science teacher to have full responsibility for the science teaching up to Common Entrance and Public School Scholarship.
If the best candidates are not available until September 1984, the Principal may fill the vacancy temporarily from January. Applications are therefore invited from those who might be interested in a short-term appointment as well as those seeking a permanent post in a large and well-equipped prep school.
Accommodation is available for a single man.
Applications, including c.v., and the names, address and telephone numbers of three referees should be sent to the Principal, Downsend School, Leatherhead, Surrey. (51595) 204824

Other than by Subject Classification

Other Assistants

ESSEX

BRENTWOOD PREPARATORY SCHOOL
Middleton Hall, Brentwood, Essex CM15 8EQ

I.A.P.S. 230 boys aged 7 - 12

A vacancy exists in January 1984 for a third year class teacher Essential subjects Mathematics, English and General Science. Assistance with Cricket and Association Football will also be required. Salary will be on the Brentwood Scale according to age and experience. The post may be non-resident or resident - single or married accommodation available.

Applications to the Headmaster, from whom further details may be obtained. (18949) 205624

KENT
FRIARS SCHOOL
Great Chart, Ashford, Kent
(IAPS Day and Boarding, 178 boys)
Required for January qualified teacher of LATIN and RELIGIOUS EDUCATION to middle and senior school up to Common Entrance and Public School Scholarship standard. Burnham. Government superannuation.
Applications, naming two referees, to the Headmaster. (17129) 205624

LONDON
LADY EDEN'S SCHOOL
41 Victoria Road, London W8
Required in January 1984, qualified teacher, mornings only, for Mathematics and English up to Common Entrance standard, to work with individual children and small groups (7 - 11 year olds). Ability to play the piano for Assembly desirable but not essential. Burnham Scale Salary. Government Superannuation Scheme.
Apply in writing with references and curriculum vitae to Miss C. Trevethan, Headmistress. (16003) 205624

Colleges of Further Education

Heads of Department

BIRMINGHAM
CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BIRMINGHAM COLLEGE OF FOOD AND DOMESTIC ARTS
Summer Row, Birmingham B3 1JB

READVERTISEMENT

HEAD OF DEPARTMENT OF DOMESTIC ARTS - GRADE V

Domestic Arts is a multidisciplinary department which includes Home Economics (TEC Higher Diploma), Hairdressing, General Studies, and Accommodation Management.

Applications are invited from suitably qualified candidates who hold a senior post in Further or Higher Education and have appropriate academic and professional qualifications.

Salary: £15,390 - £17,091.

Further details and application form from the Principal (Tel: 021-233 4072).

Completed forms to be returned within 14 days of this advertisement. (18646) 220018

LIVERPOOL

RIVERSDALE COLLEGE OF TECHNOLOGY
Riversdale Road, Liverpool L19 3QR

PRINCIPAL LECTURER
Department of Construction (Deputy Head of Department)

PRINCIPAL LECTURER
Department of Marine Engineering

PRINCIPAL LECTURER
Department of Electronic & Radio Engineering

For each of these Senior posts, applicants should be of chartered status and have had substantial industrial and further education experience, the latter at Senior Lecturer level. Familiarity with current technological and educational developments in the appropriate fields is essential: Teacher training would be a recommendation.

Salary Scale: £12,519 - £14,388 - £15,744 p.a.

Further particulars and application forms (S.A.E.) to be returned within 14 days of the appearance of this advertisement may be obtained from the Principal, at the College.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (18962) 220018

SHEFFIELD
STANNINGTON COLLEGE
Sheffield
HEAD OF DEPARTMENT - GRADE III
MANAGEMENT AND COMPUTER STUDIES
Applicants should be appropriately qualified and have had teaching, industrial and organisational experience.
Application forms and further particulars obtainable from the Chief Administrative Officer (Ref. JM), Stannington College, Myers Grove Lane, Sheffield S6 5JL, to whom they should be returned by 30th September. Please enclose a stamped addressed envelope.
Sheffield City Council is an Equal Opportunities Employer. (51945) 220018

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION
KITSON COLLEGE OF TECHNOLOGY
Cookridge Street, Leeds LS2 8BL
Tel: Leeds (0532) 430381
Principal: Mr. R.J. O'Brien
HEAD OF DEPARTMENT OF ELECTRICAL ENGINEERING (GRADE V)
Salary Scale £15,390 to £17,091 p.a.
This is a new post, tenable from 1st January, 1984, to be created by the merger of the existing Department of Electrical Engineering and the Department of Electrical Craft.
The work of the department will cover a wide range of courses including Y.T.S., City and Guilds, T.E.C. and H.T.E.C. for full-time and part-time students.
Applicants for this post should be well qualified with substantial successful teaching, organising and administrative experience at a senior level in further education.
Further details and application forms are available from the Principal. The completed forms, together with a letter of application, should be returned within two weeks of the appearance of this advertisement.
Leeds is an equal opportunity employer. (18667) 220018

Other Appointments

AVON COUNTY

EDUCATION SERVICES

SOUTH BRISTOL TECHNICAL COLLEGE

DEPARTMENT OF ADULT STUDIES

Applications are invited for the post of SENIOR LECTURER IN ADULT EDUCATION for 1 January 1984.

Candidates must possess appropriate qualifications and experience.

Salary range: £10,683 - £13,443.

Further particulars and application forms from: Chief Administrative Officer, South Bristol Technical College, Marksbury Road, Bedminster, Bristol BS3 5JL. Ref: AS/SL.

Applications to be returned by: 30 September 1983. (18652) 220026

NORFOLK

GREAT YARMOUTH COLLEGE OF FURTHER EDUCATION

Head of Department of Engineering and Construction

Grade III £13,089–£14,610

Applications are invited from suitably qualified persons for this Headship, tenable from 1st January, 1984.

Application form and further particulars may be obtained from the Principal (sae please), Great Yarmouth College of Further Education, Southtown, Great Yarmouth. NR31 0ED.

Those who responded to the previous advertisement, and wish to renew their candidature, need only inform the Principal.

CITY OF SALFORD

HEAD OF DEPARTMENT OF FOOD AND HOME ECONOMICS (GRADE V)

to be offered from 1 January 1984.

As the Department offers a wide range of courses in Catering, Bakery, Meat Technology and Home Economics, applicants should be suitably qualified and be able to provide management leadership in a large multi-disciplinary department.

Salary – Burnham HOD Grade V – £16,305–£17,091

Further particulars and forms and application may be obtained from the Principal, Salford College of Technology, Frederick Road, Salford M6 6PU. Tel: 061-736 6541, to whom completed forms should be returned without delay.

Salford College of Technology

HEREFORD AND WORCESTER COUNTY COUNCIL
EVESHAM COLLEGE OF FURTHER EDUCATION

APPOINTMENT OF PRINCIPAL

Applications are invited for the above post. Candidates should have proven administrative and organizing ability with substantial experience in further education and a total commitment to the development of post-16 education and training.

The College is well established and has developed considerable links with industry and commerce within the area and has expanded annually since its inception in 1970 to a Group 4 College. The work of the College is divided into four main departments of Business & General Studies, Secretarial Studies, English & Adult Studies and Engineering.

Salary within the range for a Group 4 College i.e. £18,141 to £19,269.

Further details and application form, returnable by 30th September, 1983 from the Clerk to the Governors, Evesham College of Further Education, Cheltenham Road, Evesham, Worcs. WR11 6LP.

NEWMAN COLLEGE
Birmingham

PRINCIPAL

Applications are invited from suitably qualified practising (Roman) Catholics, for the post of Principal of this Catholic College. The post will become vacant on 1 September 1984 on the retirement of the present Principal.

Salary: Burnham FE Principal Group 5.

Further particulars may be obtained from Clerk to the Governors, Newman College, Bartley Green, Birmingham B32 3NT. Tel: 021-476 1181, Ext 51. Closing date 17 October 1983.

METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
South Trafford College of Further Education

Director/Head of Department

A team of Directors exercise responsibility across the College for all matters of academic interest, i.e. for staffing, student affairs, finance, course management of course development. Since the duties of the Directors are varied from time to time, any person interested in joining this team should write to the Principal's Secretary, South Trafford College of F.E., Manchester Road, West Timperley, Altrincham WA14 5PQ for further information enclosing a stamped self-addressed foolscap envelope.

The salary paid will be that of a Grade V Head of Department

Completed application forms should be returned by 30th September 1983

HEAD OF COMPUTER UNIT

(Senior Lecturer Grade)

SOUTHEND COLLEGE OF TECHNOLOGY
Carnarvon Road, Southend-on-Sea, Essex SS2 6LS
Tel: 0702-353931

To be appointed with effect from 1 January 1984 or sooner if possible.

The Unit is to be established in accordance with College Academic Board and Managerial Committee policy as recommended by the Computer Advisory Committee (CAC), to provide a central focus for existing and future College computing activities.

The Head of Unit will be directly responsible to the Principal and report to the Board via the CAC.

Included in the brief will be the development of computer user programmes for staff (including administration) and students, and the application of computers to teaching and learning.

Further particulars/application forms from the College Administrative Officer (extension 61), to whom completed forms should be returned as soon as possible. Please enclose a stamped addressed envelope (at least 24cm × 17cm).

ESSEX County Council

COMPUTER SERVICES MANAGER

Colchester Institute

A Computer Services Manager is required as soon as possible, to plan and co-ordinate the development, use and maintenance of computer resources throughout the Institute.

The Institute has a large number of micro-computers already in use and has recently installed a PRIME 2250.

As well as developing further its Microprocessor Applications, Information Technology and Computer Science work, the Institute will be placing particular emphasis on Computer Aided Design to support the Advanced Courses in Art and Design and Engineering.

Applicants (male/female) should have experience of the application of micro and mini-computers in a number of fields, and have a proven ability for innovation.

The appointment will be made at Principal Lecturer Grade (Salary £12,519-£13,938 per annum).

Further details and application forms from the Director, Colchester Institute, Sheepen Road, Colchester, CO3 3LL. Tel: (0206) 570271.

Closing date: 30th September, 1983.

TES22-28

ESSEX County Council

HAVERING TECHNICAL COLLEGE

SENIOR LECTURER
IN SECRETARIAL & OFFICE STUDIES
Salary: £11,328-£14,098 (inclusive)

Applications are invited from well qualified teachers of secretarial subjects with extensive experience in further education. Business experience and a degree or professional qualification are desirable.

LECTURER II
IN MENTAL HANDICAP
Salary: £7,470-£11,637 (inclusive)

A degree in Psychology and relevant professional experience with mentally handicapped people essential.

LECTURERS I
IN BUSINESS STUDIES

To teach law and at least one other Business subject for BEC and Professional Courses.

BANKING

To teach on BEC and Professional courses.

SECRETARIAL STUDIES

To teach across the range of secretarial subjects.
Salary: £6,264-£10,350 (inclusive).

Send stamp for details and application form to the Principal, Ardleigh Green Road, Hornchurch, Essex, RM11 2LL.

Closing date 30 September 1983.

TES22-28

COLLEGES OF FURTHER EDUCATION
continued

AVON COUNTY

FILTON TECHNICAL COLLEGE
Filton, Bristol BS12 7AT

LECTURER GRADE I required from January 1984 to teach Geography to GCE 'A' Level and BEC National Certificate.

Details from Principal, Filton Technical College, Filton Avenue, Bristol BS12 7AT. Tel: Bristol 694217.

Completed forms returnable by 7th October, 1983. (51775) 220026

BEDFORDSHIRE

BEDFORD COLLEGE OF HIGHER EDUCATION SCHOOL OF SCIENCE AND MATHEMATICS
Applications are invited for the following appointments:-
SENIOR LECTURER IN COMPUTER STUDIES.
To take a major role in the development of this changing and growing area. Applicants should have industrial/commercial and teaching experience. Expertise in several of the following areas advantageous: computer systems architecture, microchip technology, interfacing of microprocessors, fortran, pascal, machine language programming.
LECTURER II IN HORTICULTURE.
To lead the teaching and development of the horticulture work of the Agriculture Unit. Agriculture and Horticulture Unit, Courses lead to City and Guilds, Royal Horticulture Society awards and include vocational, leisure and recreational courses and YTS programmes.
LECTURER I IN PHYSICS.
To teach mainly 'A' and 'O' level courses and to contribute to the variety of work undertaken by the Physical Sciences Section.
Application forms and further details available from the Director, Bedford College of Higher Education, Mander, Cauldwell Street, Bedford MK42 9AH (Tel: 0234 45151) to whom application forms should be returned by 4th October 1983. (51786) 220026

BIRMINGHAM

CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BIRMINGHAM COLLEGE OF FOOD AND DOMESTIC ARTS
Summer Row, Birmingham B3 1JB

DEPARTMENT OF DOMESTIC ARTS

SENIOR LECTURER IN HAIRDRESSING
(responsible for Hairdressing Section)

Applications are invited for the above post to commence 1st January 1984. Applicants should hold recognised hairdressing qualifications and have had trade and teaching experience.

Salary Scale: £10,683 - £13,552.

Application forms and further details are obtainable from the Principal (Tel: 021-235 4072), to whom completed forms should be returned within two weeks of the publication of this advertisement. (18648) 220026

BIRMINGHAM

CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BIRMINGHAM COLLEGE OF FOOD AND DOMESTIC ARTS
Summer Row, Birmingham B3 1JB

DEPARTMENT OF HOTEL, CATERING AND MANAGEMENT STUDIES

LECTURER I - MANAGEMENT/CATERING MANAGEMENT STUDIES

Applications are invited for the above post to commence as soon as possible. Applicants will be expected to teach Personnel Management/Management Studies and related subjects to Hotel and Catering students on a range of vocational courses (City & Guilds, TEC Diploma, TEC Higher Diploma). Candidates should preferably have a degree, H.N.D. or H.C.I.M.A. qualification and suitable industrial experience. Previous teaching experience is not essential.

Salary range: £5,649 - £9,735 according to qualifications and experience.

Application forms and further details from the Principal (Tel: 021-235 4072), to whom completed forms should be returned within two weeks of the publication of this advertisement. (18647) 220026

BUCKINGHAMSHIRE

COUNTY COUNCIL
AMERSHAM COLLEGE OF FURTHER EDUCATION, ART AND DESIGN
Department of Technical and Scientific Studies
Lecturer Grade II in Electronics/Physics
Required for 1st January 1984 to teach 'O' and 'A' level Electronics together with some Physics. The appointee will be required to develop work in the fields of micro-electronics and micro-computer/microprocessor technology.
Salary scale at present £7,215 - £11,568 + Outer Fringe Allowance of £258 per annum.
Application form and further details available on receipt of s.a.e. from Head of Department, Amersham College of Further Education, Art & Design, Department of Technical and Scientific Studies, Stanley Hill, Amersham, Bucks. HP7 9HN, to be returned by 30th September 1983. (17177) 220026

CAMBRIDGESHIRE

CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY
LECTURER II/SENIOR LECTURER IN ELECTRONICS
TWO lecturers required from 1 January 1984 or as soon thereafter as possible, to teach a range of electronic/communication subjects on a variety of courses from TEC Certificate to Degree level.
Degree or equivalent qualification and relevant industrial experience essential.
Salary:- LII £7,215 - £11,568. SL £10,683 - £13,443, starting point according to qualifications and experience.
Details and forms from Head of Department of Engineering, Cambridgeshire College of Arts and Technology, Cambridge CB1 1PT (Tel. 0223 352075). Closing date 30 September. (18879) 220026

CAMBRIDGESHIRE

ISLE OF ELY COLLEGE

DEPARTMENT OF BUSINESS & PROFESSIONAL STUDIES

(1) LECTURER I IN SECRETARIAL STUDIES required as soon as possible.

Applicants should be qualified to teach Shorthand (Pitman 2000, Teeline an advantage but not essential), Typewriting, Office Practice and Reception Skills to a wide range of courses, including YTS and school link courses.

(2) LECTURER I IN MATHEMATICS

Graduate and teacher qualified.

Salary Scale: £5,355 - £9,267 p.a. (currently under review).

Further details and application forms available from: The Principal, Isle of Ely College, Ramnoth Road, Wisbech, Cambs. (returnable within 14 days of appearance of this advertisement). (18935) 220026

CUMBRIA

COUNTY COUNCIL
KENDALL COLLEGE OF FURTHER EDUCATION
Required for January a Lecturer Grade II to be responsible for the co-ordination and development of COMMUNICATIONS AND GENERAL STUDIES throughout the college.
Applicants should be well qualified with relevant teaching and commercial/industrial experience.
Application forms available from the Principal at the College, Milnthorpe Road, Kendal, Cumbria, (sae please), to whom completed forms should be returned no later than Monday, 3 October 1983. (18626) 220026

DERBYSHIRE

EDUCATION COMMITTEE
HIGH PEAK COLLEGE FOR FURTHER EDUCATION
Buxton
LECTURER I - DEPT. CARE AND COMMUNITY STUDIES
Required for January 1984 to teach Social Administration and Core Skills. Experience necessary - C.Q.S.W. preferred.
Application form and details from the Principal (SAE please). Closing date: 30.9.83.
Derbyshire is an equal opportunity employer. (51760) 220026

DERBYSHIRE

DERBY COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF ENGINEERING TECHNOLOGY

LECTURER I IN ELECTRONIC ENGINEERING

To teach electronic and electrical subjects as soon as possible.

Applicants should possess a degree or equivalent in Electronic and/or Electrical Engineering.

The salary will be in accordance with the salary scales for teachers in establishments of Further Education.

Lecturer 1 - £5,355 - £9,267.

Application forms and further details are available from: The Chief Administration Officer, Derby College of Further Education, Wilmorton, Derby DE2 8UG

Derbyshire County Council is an Equal Opportunity Authority. (51509) 220026

DORSET

SOUTH DORSET TECHNICAL COLLEGE
Newstead Road, Weymouth, Dorset DT4 0DX

DEPARTMENT OF CATERING AND COMMUNITY STUDIES

Applications are invited from candidates with the appropriate qualifications and experience for the post of Lecturer (Grade II) required for 1st January 1984 or as soon as possible thereafter to teach on and take responsibility as Course Tutor for National Nursery Examination Board Courses offered at the College.

Salary Scale: Lecturer (Grade II): £7,215 - £11,568 per annum.

Further particulars are available from the Principal at the College to whom completed application forms should be returned by Friday 30th September. (51952) 220026

ilea colleges
INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award. LECTURER GRADE I (and part time pro rata) On an incremental scale within the range of £5,649 £9,735 starting point depending on qualifications, training and experience. LECTURER GRADE II £7,215 £11,568. SENIOR LECTURER £10,683 £12,552 (bar) £13,443. PRINCIPAL LECTURER £12,519-£13,938 (bar) £15,744. VICE PRINCIPAL – GROUP 9(L) £20,700. Subject to formal approval. For all posts, unless otherwise stated, there is an Inner London Allowance of £987. ILEA is an equal opportunities employer.

HACKNEY COLLEGE
Stoke Newington Centre, Ayrsome Rd., N.16
Department of Business Studies
LECTURER II
Required as soon as possible Lecturer II with responsibility for YTS courses.
Salary on an incremental scale within the range of £7,215-£11,568 (plus £987 Inner London Allowance) starting point depending on qualifications, training and experience.
LECTURER I
Required as soon as possible Lecturer I specialising in Retailing.
Applicants for both posts should be able also to teach from a range of Typewriting, Office Practice, Clerical Activities, Background to Business, Retailing, Careers, Accounts, Social and Life Skills.
Further details and application form from Hackney College, Ayrsome Road, Stoke Newington, London N.16 Tel. 249-7221 Ex. 41 returnable by 30 September 1983.

HAMMERSMITH AND WEST LONDON COLLEGE
Gliddon Road, Barons Court, W14 9BL
VICE PRINCIPAL (Academic Affairs) – Group 9(L)
Applications are invited for the above post. Candidates should have good academic qualifications with professional training and substantial experience of teaching and organisation in further education. In addition, it is likely that the successful candidate will have had experience as a Vice-Principal, as the Head of a large department in a similar college, as an adviser or as an education officer concerned with further education. Full particulars and application forms are available from the Principal to whom they should be returned by Friday, 30 September 1983.
LECTURER II
Literacy/Communication
To teach and take responsibility for curriculum development of language work on courses of basic pre-vocational education.
Candidates for the post should have appropriate degrees and professional qualifications with sound experience.
Application forms and further details from the Principal (Appointments) to be returned by 30 September.

KINGSWAY-PRINCETON COLLEGE
Department of Creative and Vocational Studies
SENIOR LECTURER
This multi-cultural college requires as soon as possible from September 1983, a Senior Lecturer who will be responsible for the curriculum in the department's four sections: Photographic & Media Studies, Arts & Crafts, Drama and Music. Applicants must be experienced in at least one of these areas and must have a broad knowledge of Further Education Curriculum in these areas. Closing date: 9th October 1983.
Department of Social and Community Studies
Two Lecturer II's for January 1984. We are looking for two people, qualified and experienced in either youth and community work or social work to teach and be course tutors for these two challenging courses. The first is for a new full-time Foundation Course in Social and Community Work, particularly relevant for those from the ethnic minority communities, which provides adults with Special Access to professional courses in social work at two Inner London Polytechnics.
The second is for a two year Preparatory Course in Youth, Community and Social Work for young people for whom a career in this field may be appropriate.
ONE LECTURER I
IN SOCIAL SCIENCE
For January 1984. We are also looking for a qualified teacher who can teach both Politics and Sociology. Although initially the work will be mainly GCE Politics, courses are being developed for adults returning to education including provision for Special Access to Higher Education in the Social Sciences.
ONE SCALE 2 TEACHER
From October 1983, or as soon as possible thereafter, we are looking for a person with flair and imagination to teach young people in transition from school. The person appointed will work as one of a team in the Community Education Unit of the Department.
For teachers already serving with the ILEA a period of secondment for one or two years, subject to the normal arrangements, could be considered.
The teacher will be appointed on divisional staff scale 2 according to Burnham Report (Primary and Secondary):
Closing date Monday 3 October 1983.
Application forms and further details for all posts available from: Laura Corwell, Kingsway-Princeton College, Sidmouth Street, Gray's Inn Road, WC1H 8JB. Tel: 278 0841 ext 244.

MECHANT NAVY COLLEGE
Greenhithe, Kent, DA9 9NY
Department of Electronic Engineering
Required from 1 January, a Lecturer II and Lecturer I in Electronics and Communications Engineering. Applications are invited from suitably qualified and experienced persons to teach these subjects to TEC Diploma level, and for the Lecturer II post, to TEC Higher Certificate level. £246 fringe area allowance payable.
Application forms, returnable within two weeks of the date of this advertisement, and further details from the Senior Administrative Officer at the College. Tel: 0322 846050.

PADDINGTON COLLEGE
Department of Business Studies
Saltram Crescent, W9 3HW
Tel: 01-968 2391
LECTURER I in NUMERACY
required as soon as possible. This is a supporting post in the application of Numeracy to business studies courses and the successful applicant will work with the recently appointed Lecturer II in the subject in the development of Numeracy teaching and resource material across the range of courses offered by the Department.
Applicants should have a background of Business Studies and offer to teach one or more subjects from: Business Calculations, Book-keeping, Accounting, Numeracy & Accounts, Arithmetic, Applied Statistics (Ref: S/83/38).
LECTURER 1 in Office Technology required as soon as possible to join a team concerned with the application of technology to the office. Candidates should be prepared to teach Word Processing applications on a range of machinery from electronic typewriters to dedicated word processors and to make a contribution to the Department's part time 'Office Technician' course. (Ref. S/83/35).
TEMPORARY LECTURER I in Computer Studies required until 31 August 1984 to cover the secondment of a colleague to another college. The successful candidate will work with a team teaching computer studies and data processing across a range of courses the Department offers. Applicants should have a knowledge of at least one high level language eg BASIC, COBOL or PASCAL. (Ref: S/83/T).
Dept. of Communication and Life Skills
Beethoven Street, W10 4LP.
Tel: 01 969 2391
LECTURER II in Computer Literacy required as soon as possible to initiate and develop computer provision for a range of vocational preparation courses for adults and young people aged 16-19 years. The College already has a thriving computer centre but vocational preparation is an expanding area and work on these courses will take place in a new computer suite in another building. The person appointed will be expected to work closely with the College Co-ordinator in the Computer Centre.
Candidates should have experience in the teaching of computing and previous work with the 16-19 age group would be an advantage. (Ref: G/83/18)
LECTURER II as Course Tutor for MSC funded Preparatory TOPS course. Candidates should have experience of working with mature students in an inner city multi-ethnic area. A teaching commitment in Communications is also necessary. (Ref: G/83/42).
LECTURER GRADE I in Child Development and Education required as soon as possible to teach on NNEB courses. Candidates should be nursery/infant trained teachers and must have experience of working with children from 0 to 7 years of age, including nursery experience. (Ref: G/81/29).
Department of Continuing Education
Elgin Avenue, W9 2NR
Tel: 01-969 2391
LECTURER II as Course Tutor for ACCESS BEd to contribute to teaching across the Department in either Government and Politics, Law or Economics. This well-established course for students from minority ethnic backgrounds, leads to a B.Ed. degree in conjunction with Polytechnic. We require a Course Tutor who is willing to pay meticulous attention to administrative detail in addition to the considerable pastoral responsibilities.
Continuous assessment is a central feature of this course and organisational ability is essential. (Ref: C/83/48).
Department of Biological Science
Paddington Green, W2 1NB
Tel: 01-402 6221
TEMPORARY PART-TIME [illegible] LECTURER I in Mammalian Physiology required as soon as possible. This is a half-time appointment, teaching across a wide range of courses at TEC Certificate and Higher Certificate levels.
Applicants should be graduate physiologists with a teaching qualification and teaching experience. (Ref: [illegible]).
Further details of all posts may be obtained from the Secretaries in the Departments at the addresses shown, quoting the appropriate reference number.
Closing date for all applications 30 September 1983.

SOUTH LONDON COLLEGE
Main Building: Knights Hill, SE27 0TX
Dept. of Business and Liberal Studies
PRINCIPAL LECTURER
Applications are invited for the post of Principal Lecturer to take effect from 1 January 1984 or earlier if possible. Preference will be given to applicants with a business studies background in the fields of economics/accounts/company business administration up to BEC National level; experience of TEC/BEC programmes to HD/HC level would be an advantage. The non-teaching responsibilities of the post would include departmental course administration, though the departmental organisation is shortly to be reviewed.
Further details and application forms returnable by 30 September 1983 obtainable from the Clerk to the Governors.

SOUTH THAMES COLLEGE
Wandsworth High Street, SW18 2PP
Department of General Studies
requires as soon as possible
LECTURER II — Post Ref: 03/4P
Health and Community Services
Required as soon as possible, to develop courses such as City and Guilds Foundation Courses in Community Care, Home Management and Family Care, and the Preliminary Certificate in Social Care and to help to co-ordinate provision in YTS schemes (Mode A and Mode B, ITEX) in the broad occupational training family of the Community and Health Services. Applicants should be experienced and qualified teachers with a solid grounding in the social services and caring professions. An interest in curriculum development is looked for, as is a willingness to teach during the extended college year.
(This is a re-advertisement; previous applicants will be considered automatically)
LECTURER II — Post Ref: 03/7P
Communication Skills
Required as soon as possible to be responsible for the teaching and course organisation of Communication Skills to Craft and Vocational Preparation students and also to YTS trainees. Applicants should be experienced and qualified teachers with a good record of curriculum development and materials preparation in the field of communication skills. A readiness to liaise with lecturers, teaching off-site and, if necessary, to teach during the extended college year is looked for.
Application form and further details from the Principal's Secretary, returnable within 14 days of appearance of advertisement. Please quote reference number and enclose a stamped addressed envelope.

TES22-26

SURREY EDUCATION COMMITTEE

BROOKLANDS TECHNICAL COLLEGE
Heath Road, Weybridge, Surrey

DEPARTMENT OF BUSINESS & SECRETARIAL STUDIES

Lecturer I
Business Studies – Travel & Tourism

To teach travel and tourism on BEC National and General courses as well as accounts/business organisation or other BEC subjects. Graduate and/or professional qualification with industrial experience preferred.

Lecturer I
Business Studies – Accounts

To teach accounting, numeracy and/or data processing. Graduate and/or professional qualification with industrial experience preferred. Teacher training desirable.

DEPARTMENT OF TECHNOLOGY

Lecturer II or Lecturer I
Computing

To teach BEC/TEC Diploma, GCE 'A' level and similar courses. Appropriate qualifications and experience in the use of commercial/industrial packages required. Teaching experience desirable.

Salary Scale: Lecturer I £5,649–£9,735 pa
Lecturer II £7,215–£11,568 pa

Plus £246 pa London Fringe Area Allowance

Commencing salary dependent upon qualifications and experience.

Generous relocation expenses in approved cases.

Further details and application forms from the Principal, to be returned by Monday 26th September, 1983.

BEDFORDSHIRE EDUCATION SERVICE
BARNFIELD COLLEGE (LUTON)
New Bedford Road, Luton, Beds.
Telephone: Luton (0582) 507531
SCHOOL OF HUMANITIES AND BUSINESS STUDIES

LECTURER GRADE II IN COMPUTING

Required from 1 January 1984 to join a small team who are responsible for this 'expanding' area of the College's work. In addition to specific computing courses such as the BTEC National Certificate, computing and data processing are central to the curriculum of many other courses. Computer literacy will be available for all College students, especially those within the Youth Training Scheme. Computing within the College is very much geared to the use of micro-computers.

Applicants should preferably have teaching experience and be graduates in a numerate discipline. Industrial experience would be an advantage.

Salary £7,215–£11,568 pa.

Application forms and further details may be obtained from the Chief Administrative Officer at the College.

Closing date for applications: 30 September 1983.

Barnfield College (Luton)

Tayside Regional Council

EDUCATION DEPARTMENT

Further Education
DUNDEE COLLEGE OF COMMERCE
30 Constitution Road, Dundee

SENIOR LECTURER II – ACADEMIC STUDIES

(Salary Scale: £10,413-£12,228)

Applicants should have appropriate teaching and administrative experience. The College offers a wide range of SCE and GCE subjects and the successful candidate will be expected to teach one or more subjects as well as assist in the organisation of these courses.

SENIOR LECTURER III – Personnel and Industrial Relations

(Salary Scale: £12,228-£13,572)

Candidates should have experience in teaching and in the practice of Personnel Management in the public or private sector.
A professional qualification in Personnel Management is desirable.
Application forms and full details are obtainable from the Principal at the above address to whom they should be returned.
The closing date for all the above posts is Friday, 30 September 1983.

TES11-26

COLLEGES OF FURTHER EDUCATION
continued

DURHAM

COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: Richard Exelby, M.A., M.Inst.P., F.R.S.A.
APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS TO START 1ST JANUARY, 1984 OR AS SOON AS POSSIBLE.
MANAGEMENT & BUSINESS STUDIES DEPARTMENT.
LECTURER GRADE II required for organising and teaching Accounts/Numeracy, Economics/Commerce, with other subjects for B.E.C., Secretarial and other professional courses.
SALARY SCALE: Lecturer Grade II - £7,215 - £11,568.
Candidates should be well qualified, preferably with appropriate industrial and teaching experience.
Application forms and further particulars can be obtained from the Principal, Darlington College of Technology, Cleveland Avenue, Darlington, Co. Durham DL3 7BB., ON RECEIPT OF A STAMPED ADDRESSED FOOLSCAP ENVELOPE (TO BE RETURNED NO LATER THAN WEDNESDAY, 28TH SEPTEMBER, 1983. (51562) 220026

DURHAM

COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: Richard Exelby, M.A., M.Inst.P., F.R.S.A.
APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS TO START 1ST JANUARY, 1984 OR AS SOON AS POSSIBLE.
MANAGEMENT & BUSINESS STUDIES DEPARTMENT
LECTURER GRADE I to teach Accounting, Numerical Methods and other subjects in B.E.C. and Secretarial courses.
SALARY SCALE Lecturer Grade I - £5,649 - £9,735.
Candidates should be well qualified, preferably with appropriate industrial and teaching experience.
Application forms and further particulars can be obtained from the Principal, Darlington College of Technology, Cleveland Avenue, Darlington, Co. Durham DL3 7BB., ON RECEIPT OF A STAMPED ADDRESSED FOOLSCAP ENVELOPE (TO BE RETURNED NO LATER THAN WEDNESDAY, 28TH SEPTEMBER, 1983. (51563) 220026

DURHAM

COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: Richard Exelby, M.A., M.Inst.P., F.R.S.A.
APPLICATIONS ARE INVITED FOR THE FOLLOWING POST TO START 1ST JANUARY, 1984 OR AS SOON AS POSSIBLE:-
CATERING, HEALTH AND FASHION DEPARTMENT
LECTURER GRADE I in Catering (3 POSTS) to teach professional cookery and allied catering subjects.
SALARY SCALE: Lecturer Grade I - £5,649 - £9,735.
Candidates should be well qualified, preferably with appropriate industrial and teaching experience.
Application forms and further particulars can be obtained from the Principal, Darlington College of Technology, Cleveland Avenue, Darlington, Co. Durham DL3 7BB., ON RECEIPT OF A STAMPED ADDRESSED FOOLSCAP ENVELOPE (TO BE RETURNED NO LATER THAN WEDNESDAY, 28TH SEPTEMBER, 1983. (51564) 220026

EAST SUSSEX

BRIGHTON COLLEGE OF TECHNOLOGY
(formerly Brighton Technical College)
HOTEL & CATERING DEPARTMENT
Lecturer I in Food & Beverage Sales & Service
Salary £5,649 - £9,735
Required 1st January 1984 to teach students from Craft to H.C.I.M.A. Part B courses. Applicants should have good hotel/resturant experience and appropriate qualifications. Teaching experience is desirable but not essential.
Application forms and further details from Principal, Brighton College of Technology, Pelham Street, Brighton BN1 4FA. Tel: (0273) 685971. Closing date 10 days from this advertisement. (18638) 220026

ENFIELD

LONDON BOROUGH OF ENFIELD
EDUCATION DEPARTMENT
SOUTHGATE TECHNICAL COLLEGE
Principal: W.A.G. Easton MA CEng FIMechE FRSA
SENIOR LECTURER/COLLEGE LIBRARIAN (Ref: E6)
A Senior Tutor Librarian who will act as Chief Librarian and with overall responsibility for the work of the College Library and Resources Centre is required. The post also carries responsibility for the provision of Information Services for all students within a General and Communication Studies Programme.
Applicants should be graduates with qualified Librarian status, have previous experience of further education and preferably be teacher trained.
Salary Scale: Senior Lecturer £11,328 - £13,197 (including London Allowance).
Application forms and further details (see marked with job reference) obtainable from the Principal, Southgate Technical College, High Street, Southgate, London N14 6BS, to whom they should be returned by 30th September 1983. (17979) 220026

ENFIELD

LONDON BOROUGH OF ENFIELD
EDMONTON COLLEGE OF FURTHER EDUCATION
Montagu Road, Edmonton N18 2LY
Applications are invited from suitably qualified and experienced persons for appointment to the following full-time post:
REF:G401 LECTURER II IN THE BUSINESS AND SECRETARIAL STUDIES DEPARTMENT.
To teach and co-ordinate Computer Studies and Data Processing to BEC National, General, and G.C.E. 'O' level students.
Applicants will be expected to take a leading role in the provision of these Courses for the College, and must have appropriate qualifications in Computing.
The appointment is available from 1st January 1984.
SALARY SCALE: LECTURER II £7,860 - £12,213 (including London allowance).
Consideration given to assistance with removal relocation costs, temporary housing, and two houses allowance.
Application forms and further details (foolscap s.a.e.) available from the Principal. (51810) 220026

HAMPSHIRE

CRICKLADE COLLEGE ANDOVER
SENIOR LECTURER IN ENGINEERING
Required for January 1984 to administer the technology section of Grade IV Science and Technology Department of this tertiary college (under FE regulations).
Degree or equivalent qualification and appropriate teaching and industrial experience in engineering discipline required. Previous applicants wishing to re-apply should inform the Principal. Salary £10,683-£12,550.
LECTURER GRADE I IN MATHEMATICS.
Required for January 1984, to teach at all stages up to 'A' level. The ability to teach computing would be an advantage, but is not essential. Salary £5,649-£9,735.
Application form and further details from the Principal, Cricklade College, Charlton Road, Andover (Tel. Andover 63311). (17183) 220026

HERTFORDSHIRE

WATFORD COLLEGE
Hempstead Road, Watford, Herts. WD1 3EZ
DEPARTMENT OF ENGINEERING
SENIOR LECTURER in MECHANICAL ENGINEERING to teach Mechanical Engineering subjects including Theory of Structures and Mechanical Science on CEI Part 2, TEC Higher Diploma, Higher Certificate and Certificate courses.
This is a senior post with certain administrative responsibilities. Experience in the application of computers in mechanical engineering would be an advantage.
Salary in accordance with Burnham F.E. Scale for Senior Lecturers: £10,683 - £12,552 (Bar) - £13,443 p.a. plus £258 p.a. Fringe allowance.
Further details and application forms available from the Chief Administrative Officer, Watford College, Hempstead Road, Watford, Herts. WD1 3EZ. (Tel: Watford 41211, Ext. 56). (18456) 220026

DEPARTMENT OF ELECTRICAL ENGINEERING
LECTURER GRADE II IN TELECOMMUNICATIONS

To teach TEC A2 Certificate, Higher Certificate and Higher Diploma programmes according to specialisms offered.
Applicants should have relevant and recent industrial experience, appropriate technical qualifications and be able to offer a combination of Transmission, Switching, Microprocessor or Radio Systems. Some teaching experience is desirable.
Salary: Lecturer II – £7,215 to £11,568 per annum dependent upon qualifications and experience.
Starting date: 1st January, 1984 or as soon as possible.
Application form and further particulars from The Principal, Coventry Technical College, Butts, Coventry CV1 3GD. Telephone Coventry (0203) 57221, Ext 270, to be returned by 30th September, 1983.

Coventry Technical College
Butts, Coventry CV1 3GD. Tel: 0203 57221

HARINGEY

LONDON BOROUGH OF HARINGEY
Progress with Humanity

TOTTENHAM COLLEGE OF TECHNOLOGY
High Road, London N15 4RU
Tel: 01-802 3111
Principal: J.R. Parry, Williams, M.Sc., Ph.D., F.R.E.S., F.I.Biol.
Required as soon as possible: SENIOR LECTURER - VOCATIONAL PREPARATION (heavy type please) to be based in the Department of Building but with College wide responsibilities.
Applicants should be qualified teachers, preferably with professional qualifications relevant to building/construction and experience in vocational preparation courses or youth training schemes.
Salary: SENIOR LECTURER : £11,670 - £14,430 per annum inclusive of London Weighting (with a bar at £13,539).
100% of approved removal expenses may be paid to the successful candidate.
Application forms and further details from the Vice Principal (JHS) returnable within 14 days of the advertisement.
Haringey is an equal opportunity employer. (51749) 220026

MERTON

LONDON BOROUGH OF MERTON
MERTON TECHNICAL COLLEGE
LECTURER GRADE I IN ELECTRICAL ENGINEERING
The School of Engineering is seeking to appoint a person to teach Electrical Engineering subjects to students taking TEC Certificate and Higher Certificate courses. An ability to offer additional subjects, such as Mathematics and Engineering Science, would be an advantage.
Salary: Burnham Scale Lecturer Grade I - £5,649 to £9,735 per annum plus £987 per annum London Allowance.
Application form and further particulars of the post available from the Chief Administrative Officer, Merton Technical College, Morden Park, London Road, Morden, Surrey, to whom completed applications should be returned within two weeks of the date of this advertisement. R. Davies, B.A., Director of Education and Clerk to the Governors. (18622) 220026

Somerset County Council

SOMERSET AND DORSET ACCREDITED CENTRE

STAFF TRAINING CO-ORDINATOR
Head of Department, Lecturer Grade II
based in Bridgwater, Somerset

ASSISTANT STAFF TRAINING CO-ORDINATOR
Lecturer Grade II
based in Poole, Dorset

Required as soon as possible to establish the Accredited Centre and to organise staff training throughout Dorset and Somerset for those persons involved with the delivery of the Youth Training Scheme. The centre will be funded by the Manpower Services Commission for an initial two year period. After which it is anticipated that it will continue on a self-supporting basis. We are therefore seeking applicants with the necessary vigour, imagination and enterprise to create a centre which will rapidly become effective and firmly established.

Application form and further particulars (s.a.e.) from:
The Staffing (T) Section
Education Department
County Hall, Taunton TA1 4DY

Closing date: 26th September, 1983.

Lothian Regional Council
WEST LOTHIAN COLLEGE OF FURTHER EDUCATION

ASSISTANT PRINCIPAL
Salary: £16,134

Required to undertake a senior management role, complementary to the Principal and Depute Principal and the additional duties relating to the management and development of two major college annexes in Livingston.

Applicants should have academic and professional qualifications and extensive experience at a senior level in further education.

The College offers a wide range of full time and part time Craft and Technician courses.

Application forms and further particulars from:
The Principal
West Lothian College of Further Education
Marjoribanks Street
Bathgate EH48 1QJ

LONDON BOROUGH OF BARNET
Barnet College

Applications are invited for the following vacancies from January 1st 1984.

SENIOR LECTURER – *'A' level courses co-ordinater.*
SENIOR LECTURER – *BEC and BEC/TEC courses co-ordinater.*
SENIOR LECTURER – *DATEC Diploma course co-ordinater.*
LECTURER 2 – *NNEB/Education.*
LECTURER I – *Electronics/Electrical Engineering Studies.*
LECTURER 1 – *Drama.*
LECTURER 1 – *Media Studies.*
LECTURER 1 – *3D Woodwork.*

Removal expense and separation allowances can be paid.

Further details and application form available from The Principal, Barnet College, Wood Street, Barnet, Herts. (A s.a.e. foolscap for reply.)

Closing date for applications Friday 30th September 1983.
J. Dawkins, Director of Educational Services

TES22-28

Barnet College

COLLEGES OF FURTHER ED

continued

HERTFORDSHIRE

ST ALBANS COLLEGE
29 Hatfield Road, St Albans, Herts.

(Tel: 60423)

LECTURER I in COMPUTER SCIENCE required from 1st January 1984 or earlier if possible to teach the subject up to GCE 'A' level standard.

Salary scale: £5,649 - £9,735 plus £258 area weighting.

Further details and an application form are available from the Principal at the College. Completed forms should be returned by 30th September 1983. (18894) 220026

LINCOLNSHIRE

BOSTON COLLEGE OF FURTHER EDUCATION

SENIOR LECTURER (DIVISIONAL LEADER)

IN CATERING SUBJECTS

Senior post in matrix organisation, responsible for leading team of catering lecturers and for totally resourcing all catering work. Required for 1 January 1984.

Application forms from Principal, Boston College, Rowley Road, Boston, Lincs PE21 6JF. Tel: 65701. (18106) 220026

MERTON

LONDON BOROUGH OF MERTON
MERTON TECHNICAL COLLEGE
LECTURER GRADE I TO TEACH PRACTICAL ELECTRONICS/TELECOMMUNICATIONS TO CRAFT AND TECHNICIAN STUDENTS
The School of Engineering is seeking to appoint a person to teach Practical Electronics/Telecommunications, together with supporting Theory, to students studying Craft and Technician Education Council courses. Applicants should have appropriate and/or academic qualifications.
Salary: Burnham Scale Lecturer Grade I - £5,649 to £9,735 per annum plus £987 per annum London Allowance.
Application form and further particulars of the post available from the Chief Administrative Officer, Merton Technical College, Morden Park, London Road, Morden, Surrey, to whom completed applications should be returned within two weeks of the date of this advertisement. R. Davies, B.A., Director of Education and Clerk to the Governors. (18618) 220026

NEWHAM

LONDON BOROUGH OF NEWHAM
WEST HAM COLLEGE
Principal: W. E. Williams, Dip. Pol. Sci. & Econ. (Oxon), Dip.Ed.
LECTURER II
General and Communications Studies
Salary: £7,215 - £11,568 plus London Allowance: £987
For further details and application forms please send s.a.e. to the Principal, West Ham College, Welfare Road, Stratford, London E15 4HT. Tel: 01-555 1422. (51631) 220026

MERTON

LONDON BOROUGH OF MERTON
MERTON TECHNICAL COLLEGE
LECTURER GRADE II IN COMPUTER-AIDED DESIGN AND MANUFACTURE
We are looking for a Mechanical or Production Engineer with a good honours degree to teach Computer-Aided Design and Manufacture. Industrial experience relevant to Computer-Aided Engineering is clearly desirable and any research investigations in the field of interest, whether conducted in an academic or industrial environment, would clearly be an asset.
Salary: Burnham Scale Lecturer II - £7,215 to £11,568 per annum plus £987 per annum London Allowance.
Application form and further particulars of the post available from the Chief Administrative Officer, Merton Technical College, Morden Park, London Road, Morden, Surrey, to whom completed applications should be returned within two weeks of the date of this advertisement.
R. Davies, B.A., Director of Education and Clerk to the Governors. (18960) 220026

NORTH YORKSHIRE

COUNTY COUNCIL

CRAVEN COLLEGE

LECTURER I IN FOOD AND BEVERAGE OPERATIONS

Required for 1st September 1983 or as soon as possible thereafter to join a small progressive team teaching City and Guilds and craft students up to and including 707/1: 707/2 and 707/3.

Applicants must have appropriate professional qualifications and a good range of industrial experience; teaching experience will be considered an advantage. This post is suitable for a new entrant to teaching seeking a career in Further Education.

Application forms and job description from the Principal, Craven College, High Street, Skipton, Tel: Skipton 5429.
Closing date 14 days from the publication of this advertisement. (18636) 220026

NORTH YORKSHIRE

COUNTY COUNCIL
HARROGATE COLLEGE OF FURTHER EDUCATION
Required for 1st January 1984.
LECTURER I in GENERAL STUDIES to teach on a range of courses up to 'A' level. Graduate with teaching certificate required, preferably with both teaching experience and work outside education.
Information and application forms from the Principal, Harrogate College of Further Education, Haywra Crescent, HARROGATE, North Yorkshire HG1 5BE whom they should be returned by 3rd October, 1983. (18686) 220026

OXFORDSHIRE

WE NEED PART TIME SOCIOLOGY, CONTRACT LAW, BUSINESS STUDIES/COMMERCE AND MATHS TEACHERS to 'O' and 'A' level to complete our team. Who are we? We are Oxford's leading college for Further and Higher Education. Why? Because we have a strict 'small class' policy and only hire the best tutors.
If you would like to join us please write with C.V. to Diane Fraser, St. Aldates College, Rose Place, Oxford OX1 1SB. (18659) 220026

PLYMOUTH POLYTECHNIC

Research, Consultancy, Teaching in the South West

DEPARTMENT OF ELECTRICAL & ELECTRONIC ENGINEERING

2 SENIOR LECTURERS/ LECTURERS II

Salary: £7,215–£13,443

(level of appointment and starting salary dependent upon qualifications and experience)

5 SERC RESEARCH ASSISTANTS

Salary: up to £7,000

Required to join a lively multidisciplinary group embracing interests in computer hardware, software engineering, image understanding, vision and artificial intelligence forming part of a major new initiative in information engineering. The teaching and research in the Department, which is to include a new B.Eng. programme strongly reflects these and other areas in the developing discipline of information engineering. Some of the Research and Consultancy activities will form part of a proposed industrial research institute linking the academic and industrial communities.

Applicants should have a Ph.D degree or equivalent research experience.

Lectureships in:
(i) Software Engineering
(ii) Digital Control Engineering

Research Assistantships in:
(i) VLSI Designs for Image Processing (2 posts)
(ii) Knowledge Based Software Design Tools (2 posts)
(iii) Active Tactile Sensor Arrays (1 post)

Application forms to be returned by Friday, 14th October 1983 can be obtained with further particulars from the Personnel Officer.

Drake Circus, Plymouth, Devon, PL4 8AA

ROTHERHAM

METROPOLITAN COUNCIL

ROCKINGHAM COLLEGE OF FURTHER EDUCATION
Wath-upon-Dearne, Rotherham

(Tel: Rotherham 874310)

Required as soon as possible.

TEMPORARY LECTURER I COMMUNICATIONS (£5,649 - £9,735 p.a.). To teach on a variety of courses including English as a Second Language with Vietnamese families and others. An ability to teach Social Studies would be an added recommendation.

Applications by letter/curriculum vitae immediately please to the Principal of the College at the above address; to include names/addresses of two referees.

W.B. Mussett, Director of Personnel Resources. (18941) 220026

ROTHERHAM

METROPOLITAN COUNCIL

ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY
Eastwood Lane, Rotherham S65 1EG

Required as soon as possible. LECTURER I IN PLUMBING (TEMPORARY) £5,649 - £9,735 according to qualifications and experience).

Applicants should hold a First Class Advanced Craft Certificate in Plumbing, preferably with a distinction in practical; some qualifications in General Building would be an advantage. The post will involve teaching mature redundant steel workers and assisting with first year C.I.T.B./Y.T.S. trainees. Apart from teaching practical work a limited involvement with theory will be required. Further details available on request. Tel: Rotherham 62111, Ext. 205. Closing Date: 27th September, 1983.

Curriculum Vitae and details of two persons for reference to the Principal of the College at the above address. W.B. Mussett, Director of Personnel Resources. (51567) 220026

SALFORD

CITY OF SALFORD
SALFORD COLLEGE OF TECHNOLOGY
Applications are invited from suitably qualified and experienced candidates for the following posts to be offered from January 1984 (or earlier by arrangement).
DEPARTMENT OF HUMANITIES.
MUSIC.
LECTURER II OR SENIOR LECTURER in Band Musicianship, Instumental Studies or Foundation Studies.
THEATRE STUDIES.
LECTURER I (one year contract) in Media Studies. (This is a re-advertisement - previous applicants will be considered).
DEPARTMENT OF FOOD & HOME ECONOMICS.
LECTURER (GRADE I) IN BAKERY SUBJECTS.
Applicants should possess the National Diploma in Baking and/or C.G.L.I.F.T.C. in Breadmaking and Flour Confectionary or equivalent qualifications, together with industrial experience.
Salaries in accordance with Burnham FE Scales viz:
Lecturer Grade I - £5,649 - £9,735 per annum.
Lecturer Grade II - £7,215 - £11,568 per annum.
Senior Lecturer - £10,683 - £13,443 per annum.
Further particulars and forms of application may be obtained from the Principal, Salford College of Technology, Frederick Road, Salford M6 6PU. Tel: 061 736 6541, to whom completed forms should be returned without delay. (51591) 220026

SHROPSHIRE

EDUCATION COMMITTEE
SHREWSBURY COLLEGE OF ARTS AND TECHNOLOGY
London Road, Shrewsbury
Required as soon as possible a Lecturer II in Beauty Therapy and Hairdressing. Salary scale £7,215 - £11,568.
Application forms and further particulars obtainable from the Principal, Shrewsbury College of Arts & Technology, London Road, Shrewsbury. Tel: Shrewsbury 51544 to whom they should be returned as soon as possible. (18663) 220026

SHROPSHIRE

EDUCATION COMMITTEE
SHREWSBURY COLLEGE OF ARTS AND TECHNOLOGY
London Road, Shrewsbury SY2 6PR
Required for 1st January, 1984.
Lecturer II in Accountancy.
Applicants should be qualified accountants and preferably with some teaching experience.
Salary Scale: £7,215 - £11,568.
Further details and application forms available from The Principal (S.A.E.). (18662) 220026

SOMERSET

YEOVIL COLLEGE
Yeovil

LECTURER GRADE I BUSINESS STUDIES (LAW)

Applications are invited for the above post, to commence January 1984, or sooner if possible, to teach Law to a whole range of courses including BEC General Diploma and Certificate and 'O' and 'A' level Law. The ability to assist with the teaching of General Law in Business Studies will be an advantage.

Application form and details (S.A.E.) from the Director of Resources, Yeovil College, Ilchester Road, Yeovil. Closing date:- 26th September 1983. (51431) 220026

SOMERSET

YEOVIL COLLEGE
Yeovil
Lecturer Grade I, Mathematics and Computer Science.
See under Sixth form and Tertiary Colleges. (51432) 220026

STAFFORDSHIRE

EDUCATION COMMITTEE

BURTON ON TRENT TECHNICAL COLLEGE

Department of Science and Construction

LECTURER GRADE I IN BRICKWORK
£5,649 to £9,735 per annum

Applications are invited for the post of Lecturer Grade I in Brickwork. Applicants should have appropriate qualifications and practical experience and preferably some instructional or teaching experience.

Application forms and further particulars are available from The Principal, Burton Upon Trent Technical College, Lichfield Street, Burton Upon Trent, Staffs DE14 3RL, to whom applications should be returned within 10 days of the appearance of this advertisement.

STAFFORD COLLEGE OF FURTHER EDUCATION

Lecturer Grade I To teach Practical and Theoretical Aspects of Accommodation and Housekeeping Services

£5,649 to £9,735 per annum

Application forms and further particulars are available from the Chief Administrative Officer, Stafford College of Further Education, Earl Street, Stafford ST16 2QR.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (18107) 220026

WARWICKSHIRE

NORTH WARWICKSHIRE COLLEGE OF TECHNOLOGY AND ART
Hinckley Road, Nuneaton CV11 6BH

LECTURER GRADE II IN GRAPHIC DESIGN

A Lecturer Grade II in Graphic Design is required as soon as possible. The person appointed will be in charge of Graphic Design, Printing and ancillary subjects in the School of Art, and will be responsible for the organisation and development of the D.A.T.E.C. Certificate in Graphic Design. Applicants should possess both teaching and industrial experience.

Salary: £7,215 - £11,568 per annum.

Further details and application form available from the Academic Staff Officer at the College (SAE please). Closing date ten days after the appearance of the advertisement. Previous applicants for this post need not re-apply. (16039) 220026

WEST SUSSEX

Re-Advertisement
CHICHESTER COLLEGE OF TECHNOLOGY
Westgate Fields, Chichester PO19 1SB Senior Lecturer in Computer Studies and Systems Management required as soon as possible. Post involves teaching programme of computer programming, systems analysis and design together with relevant ancillary subjects, and responsibility for computer systems management.
Applicants must demonstrate expertise in COBOL and BASIC with some knowledge of low level languages and be able to teach to HNC level. Recent commercial experience essential. Salary Scale: £10,683 - £13,443.
Form and details from Principal at College on receipt of s.a.e. (51965) 220026

WEST SUSSEX

SOUTHERN AREA
WORTHING COLLEGE OF TECHNOLOGY
Broadwater Road, WORTHING.
Required January 1984 PRINCIPAL LECTURER IN ELECTRONICS for DEPARTMENT OF TECHNOLOGY AND SCIENCE.
The person appointed will act as deputy to Grade V Head of Department and develop electronics and associated work in this expanding area of industry.
Salary within range £12,519 - £15,744.
Further particulars and form from Chief Administrative Officer on receipt of s.a.r.e. to be returned within fourteen days. (17160) 220026

WILTSHIRE

TROWBRIDGE TECHNICAL COLLEGE

Required for 1st January 1984.

LECTURER GRADE I in ART AND DESIGN TO TEACH DRAWING 2-D DESIGN AND ART HISTORY.

LECTURER GRADE I in INTERIOR DESIGN.

Further details and application forms obtainable from the Principal's Secretary, Trowbridge Technical College, College Road, Trowbridge, Wiltshire BA14 0ES. Tel Trowbridge (02214) 66241. (17137) 220026

WOLVERHAMPTON

METROPOLITAN BOROUGH COUNCIL

EDUCATION DEPARTMENT

WULFRUN COLLEGE OF FURTHER EDUCATION

Applications are invited for the following appointment duties to commence 1st January 1984, or as soon as possible thereafter:

PRINCIPAL LECTURER IN THE DEPARTMENT OF GENERAL STUDIES (post No. P1) to act as Deputy Head of a large Grade V department.

Salary in accordance with Burnham Technical Scale.

Forms of application and further particulars are obtainable by sending a stamped addressed foolscap envelope to The Principal, Wulfrun College of Further Education, Paget Road, Wolverhampton WV6 0DU, to whom completed applications (quoting post number) must be returned no later than fourteen days after the appearance of this advertisement.

Wolverhampton is an Equal Opportunity Employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (51911) 220026

Teach on exchange in U.S.A. - all subjects.
See Overseas Appointments. (17475) 220026

Colleges and Departments of Art

Other Appointments

ESSEX

THURROCK TECHNICAL COLLEGE
Woodview, Grays
PART TIME LECTURER-CERAMICS
Required to teach on the Foundation, DATEC and G.A.D. Courses for 7 hours per week.
Applications in writing giving full details and previous experience and qualifications to the Head of Science, Catering and Art Department, Thurrock Technical College, Woodview, Grays, Essex, as soon as possible. (51425)
340026

Fire Service College

Lecturer

The College at Moreton-in-Marsh, Glos, provides general and specialist residential training courses for senior and junior officers in the Fire Service, for certain overseas students and for industry.

The lecturer will join a multi-disciplinary teaching team which services the training and development of Fire Service officers at supervisory, middle and senior management levels. Work will involve lecturing, advising, counselling and monitoring the performance of students: the design, development and assessment of student exercises; marking and analysing students' written work and projects.

Experience of teaching or training at supervisory, middle or senior management levels in further education, industry or the armed forces is essential. Candidates should normally have a degree with 1st or 2nd class honours, or an equivalent or higher qualification in the social sciences, management science, business studies, law or a related subject. Specialist knowledge and experience of industrial and employment law, social and industrial psychology or industrial relations would be advantageous.

SALARY as Lecturer Grade II: £8100 – £12,990. Starting salary may be above the minimum. Promotion prospects. Accommodation may be available for single persons.

For full details and an application form (to be returned by 4 October 1983) write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours). Please quote ref: G/6040.

Home Office

HERTFORDSHIRE

WATFORD COLLEGE
DEPARTMENT OF ART & GRAPHIC DESIGN
Applications are urgently invited for a part-time Lecturer in Textile/Surface Pattern Design for DATEC and Foundation courses. One day per week (Wednesday) throughout most of year.
Rate per hour: £10.90.
For details please contact Douglas Evans, Head of Department of Art & Graphic Design, Watford College, Ridge Street, Watford WD2 5BY. Tel: Watford 26816/32268. (51799) 240026

University Appointments

BRISTOL

UNIVERSITY OF BRISTOL

LECTURER IN EDUCATION

(MICRO-COMPUTERS IN THE CLASSROOM)

The University is to make an appointment to this new post within the School of Education as from January, 1984, or as soon after as is possible. The person appointed will develop both short and longer Award bearing courses for serving teachers, will contribute to initial training courses and will engage in research in this field. A concern with curriculum issues rather than simply technical matters will be sought and an ability to communicate with those unfamiliar with computers will be regarded as vital. Experience and expertise within the primary field will be of particular interest.

Starting salary within the range of £7,190 to £11,160 per annum, depending on age, qualifications and experience.

Further details may be obtained from the Registrar and Secretary, University of Bristol, Senate House, Bristol BS8 1TH, to whom applications, together with a curriculum vitae and the names and addresses of three referees, should be sent by Friday, 30th September, 1983. Please quote reference JPB. (18631) 280000

CAMBRIDGESHIRE

CAMBRIDGE INSTITUTE OF EDUCATION

TUTOR IN SCHOOL ORGANISATION AND MANAGEMENT

Applications are invited for the post of TUTOR IN SCHOOL ORGANISATION AND MANAGEMENT. The Institute is a centre for in-service education and education research. As a regional centre for management training for senior staff in schools, it serves six LEAs in East Anglia. The Tutor will be involved in developing and teaching courses in the field of management within the Advanced Diploma, M.A., one-term and short course programmes. In addition to carrying out and supervising research. Applicants should have had experience of leadership in secondary education. Salary will be in the University Lecturer range £9,875 - £15,085.

Application forms and further particulars may be obtained from the Director's Secretary, Cambridge Institute of Education, Shaftesbury, Cambridge CB2 2BX. Closing date for applications: 5th October 1983. (Re-advertisement: previous applicants need not apply). (17118) 280000

UNIVERSITY APPOINTMENTS

continued

NEWCASTLE UPON TYNE

UNIVERSITY OF NEWCASTLE UPON TYNE
TEMPORARY LECTURER
CENTRE FOR PHYSICAL EDUCATION AND SPORT
The University invites applications from graduates with teaching experience for the post of Temporary Lecturer in the Centre for Physical Education and Sport. The post is tenable for three years from 1st January 1984. Candidates should be able to offer assistance in Dance and contribute to the teacher education programme in either Primary or Secondary Physical Education, and to the organisation of women's sport within the University.
Salary will be at an appropriate point on the Lecturers' scale: £7,190 - £14,125 per annum according to age, qualifications and experience.
Further particulars may be obtained from the Deputy Registrar (F.P.), The University, 6 Kensington Terrace, Newcastle upon Tyne NE1 7RU, with whom applications (three copies), together with the names and addresses of three referees, should be lodged not later than 23rd September 1983. Please quote reference TES. (51811) 280000

OXFORDSHIRE

UNIVERSITY OF OXFORD
COMPUTING TEACHING CENTRE
DIRECTOR
Applications are invited for appointment to the new post of Director of the Computing Teaching Centre.
The primary function of the Computing Teaching Centre is to provide instruction in computing and the necessary facilities for such instruction to both students and staff of the University. The post of Director (which replaces the former post of Computing Teaching Officer in the central University Computing Service) has been established as a result of the University's decision to develop the Computing Teaching Centre. The appointment will be made with effect from 1 October 1983, or as soon as possible thereafter, on the scale £13,515 - £16,925 per annum.
Further details of the post may be obtained from the Registrar, University Offices, Wellington Square, Oxford OX1 2JD, to whom applications (nine copies), including the names of three referees, should be sent by 10th October. (51765) 280000

UNIVERSITY OF MELBOURNE

FIRST ASSISTANT (CONTINUING)

in the DEPARTMENT OF MEDICINE

(AUSTIN HOSPITAL AND REPATRIATION GENERAL HOSPITAL)

Applications are invited for the above position, which will be located at the Repatriation General Hospital. It becomes vacant on January 1st, 1984 on the appointment of Dr. R.G. Larkins to the James Stewart Chair of Medicine.

Applicants should be registrable as Specialists in the State of Victoria and should have considerable experience in the practice and teaching of clinical medicine and a substantial record of achievement in research. The appointee may have the status of a Senior Specialist in the Repatriation General Hospital, and will participate clinically in the activity of the University Medical Unit, which is a 24 bed general unit. Ample opportunity exists also for active participation in one of the Hospital's special units (e.g. Haematology, Oncology, Gastroenterology, Endocrinology, Cardiology, Neurology) for a physician with appropriate experience and interests.

Demonstrated achievement in research is a requirement, and the Department has spacious laboratories, well-equipped for a range of biomedical research. Current research interests include mechanisms of hormone action and of cellular growth control, bone cell biology and prostaglandins and the vascular system.

Initial salary will be determined according to qualifications and experience.

Salary Range: $A35,934 to $39,666 plus clinical differential of $A8,500 per annum.

Direct enquiries may be made to the Head of the Unit, Professor T.J. Martin.

Further information regarding details of application procedure and conditions of appointment is available from the Appointments Officer (Academic), University of Melbourne, Parkville, Victoria 3052, Australia, or from the Association of Commonwealth Universities (Appts), 36 Gordon Square, London WC1H 0PF.

Applications close on 2nd December, 1983. (18657) 280000

ROLLE College, Devon

Applications are invited for a permanent appointment to commence on 1st January, 1984:

Lecturer II in Early Years Education

A tutor is required to join the primary age-phase team (3–9 years) teaching BEd and inservice courses. Good teaching experience in infant or primary school desirable. The appointment is to the Faculty of Teacher Education.

Salary scales: Lecturer II £7,215–£11,568

Application forms and further particulars may be obtained from: The Secretary to the Principal, Rolle College, Exmouth, Devon EX8 2AT. (Tel: 0395 265344)

Closing date for completed applications will be 3rd October, 1983.

the College of Ripon & York St John

Department of Art, Craft and Design.

LECTURER GRADE II/SENIOR LECTURER IN DESIGN AND TECHNOLOGY (£7,215–£13,443)

Applications are invited from candidates with good all-round teaching experience in Craft, Design and Technology at the Secondary level of education who have taken a significant role in the development of new curriculum and modern interpretations of the subject.

The person appointed will be expected to contribute to the Teacher Training programmes to degree level and to BA/BSc degree programmes with students reading Design and Technology as their main subject.

A strength in broadly based Metal areas of Design and Technology, with a specific contribution in Silversmithing and Jewellery is required, together with a strong interest in Applied Technology in the subject.

The successful applicant will be expected to initiate development within his or her own aspect of the work and to contribute to the development of Design and Technology within the College.

The appointment is for January, 1984.

Further details and form of application available from: The Principal, College of Ripon and York St John, Lord Mayor's Walk, York YO3 7EX to whom completed forms should be returned to arrive not later than Monday 10th October, 1983.

UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL

SCHOOL EXAMINATIONS DEPARTMENT

ASSISTANT TO THE MODERN LANGUAGES SUBJECT OFFICER

A vacancy exists for a graduate in French and/or German to provide assistance with the organisation of GCE examinations in French, German, Italian, Russian and Spanish. Previous office experience and/or teaching experience would be useful. Typing advantageous. Starting salary will be at a point determined by age, qualifications and experience on the scales £6,297 to £7,346 or £7,346 to £8,348 per annum. Four weeks' holiday plus Public Holidays plus six further days.

For further information and an application form please contact Miss J.A. Slater, Assistant Personnel Officer, School Examinations Department, 66-72 Gower Street, London WC1E 6EE. Tel: 01-636 8000, Ext. 4054. Closing date for applications:- 5th October 1983. (18976) 280000

Research Posts

LONDON

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

RESEARCH FELLOWSHIP IN CHILD RELATED STUDIES

16 - 19

The UK committee for UNICEF and Health Education Council are sponsoring a three year study within the Centre for Multicultural Education.

The Research Fellow will examine the provision of Child Related Studies for the 16 - 19 age range. Emphasis will be on multidisciplinary, cross-cultural approaches to the study of child development and the position and welfare of children. The Research Fellow will co-ordinate teacher working parties to plan courses and materials.

A social science background and experience of multicultural and child related studies is preferred. Experience of curriculum development is essential.

Salary on Research Range IA £7,190 - £9,428 plus £1,186 London Allowance.

Application forms and further particulars available from Mary Griffin, Personnel Section, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL, quoting reference RO/MMC. Completed applications required by 30 September. (51785) 290000

LONDON

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

Project to monitor the development of special education policy and practice following the 1981 Education Act.

Research Officer required as soon as possible for two and three quarter years to participate in management of the project and preparation of final report under the research directors, Dr. John Welton and Professor Klaus Wedell (this is a re-advertisement: previous applicants need not apply).

Applicants should have successful research experience, be familiar with case study and survey methodologies, and have academic qualifications in Education or a related field. The research team will combine experience of policy studies, special education and educational administration. Candidates should be prepared to travel and have no difficulty in spending time in case study areas.

Salary on research range IA £7,190 to £11,618 with the addition of £1,186 London Weighting plus USS.

Further particulars and application from Mary Griffin, Personnel Section, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL quoting reference RO/JW/KW. Completed applications required 3rd October. (51813) 290000

NATESLA

TRAINING OF ENGLISH AS A SECOND LANGUAGE TEACHERS IN THE POST-16 SECTOR.
NATIONAL ASSOCIATION FOR TEACHING ENGLISH AS A SECOND LANGUAGE TO ADULTS (NATESLA)
This is a 12-month research project with financial support from the Department of Education and Science which will look into the TRAINING OF E.S.L. TEACHERS AND VOLUNTEERS: current practice will be examined and recommendations for future training will be produced.
Applicants must have a sound knowledge of the adult sector of the T.E.S.L. field in this country.
The successful candidate will be self-directing, possess good interviewing skills and have a proven writing ability.
The research can only be based in either Manchester, Birmingham or London.
Support and supervision will be provided by NATESLA.
Salary - L II - SL - Burnham Scale according to experience and qualifications.
This post is suitable for secondment.
Write or phone for further information to NATESLA, 31 Greville Road, Shirley, Southampton SO1 5AW. (0703 - 331741). Closing date for applications - October 4th, 1983.
NATESLA supports an Equal Opportunities Policy. (16996) 290000

Fellowships, Studentships and Research Awards

ISLE OF WIGHT

COUNTY COUNCIL
IN CONJUNCTION WITH THE HOME OFFICE
H M PRISON, PARKHURST
Newport, Isle of Wight
Applications are invited for the newly established post of LECTURER at H M Prison: Parkhurst.
The person appointed will be expected to deal with all categories of prisoners but this new post has been particulary established with a view to broadening education opportunities available to prisoners in the hospital wing and restricted locations. He/she should be able to offer a range of relevant teaching subjects and be able to operate in a variety of teaching situations. The successful candidate will be expected to teach students over a number of years from standards of near illiteracy and innumeracy up to RSA Stage II in English Language and Arithmetic and should be able to work with male students of all ages, including some of non-British racial origin.
Salary Scale - Lecturer I £5,649 to £9,735 p.a. The starting point to be determined according to relevant qualifications and experience. The appointment will be effective from 1 January 1984.
Application forms from the County Education Officer, County Hall, Newport, Isle of Wight, to whom they should be returned by 30 September 1983. (51602) 300000

SOCIETY FOR GENERAL MICROBIOLOGY

in association with the

MICROBIOLOGY IN SCHOOLS ADVISORY COMMITTEE

SCHOOL TEACHER FELLOWSHIP

at the UNIVERSITY OF READING

Applications are invited for a fellowship of two or three academic terms from January 1984 to research and write material for a book to assist in teaching practical applied microbiology in schools. Suitable applicants will be practising teachers with academic qualifications in microbiology.

The fellowship is funded by SGM and managed by MISAC.

Further particulars from Dr J.M. Grainger, Department of Microbiology, The University, London Road, Reading RG1 5AQ to whom applications should be made as soon as possible and not later than 10th October 1983. (17116) 300000

Colleges of Higher Education

Other Appointments

AVON COUNTY

BATH COLLEGE OF HIGHER EDUCATION

Applications are invited for appointment as a LECTURER Grade II in HOME ECONOMICS. Applicants should be Home Economists with the qualifications and commercial/industrial experience to specialise in Textiles and Fabric Care, within the B.Sc. Honours and B.Ed. Honours teaching programmes.

Further particulars may be obtained from the Director, Bath College of Higher Education, Newton Park, Newton St. Loe, Bath, Avon BA2 9BN to whom applications (no forms) should be submitted by 3rd October 1983.

Salary scale (Burnham F.E.): £7,215 to £10,683 (Bar) to £13,443. (51759) 340026

CAMBRIDGESHIRE

CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY
LECTURER II/SENIOR LECTURER IN PRODUCTION ENGINEERING
Required from 1st January 1984, or as soon thereafter as possible, to teach Production Engineering subjects to T.E.C. Certificate, Higher Certificate and C. & G. Craft Courses. C.A.M. experience preferable. Degree or equivalent qualification and relevant industrial experience essential. Re-advertisement: previous applicants who are still interested should notify the College.
Salary scale: LII £7,215 - £11,568; S.L. £10,683 - £13,443, starting point depending on qualifications and experience.
Details and form from Head of Department of Engineering C.C.A.T., Cambridge CB1 1PK. Tel: 0223 352973. Closing date 30.9.83. (18872) 340026

WALSALL

WEST MIDLANDS COLLEGE OF HIGHER EDUCATION

SCHOOL OF TEACHER EDUCATION

Required for January 1984:

TWO LECTURER II/SENIOR LECTURER POSTS IN PRIMARY EDUCATION

The College is seeking to make two appointments in the primary field, one to specialise in NURSERY/INFANT EDUCATION, and one in JUNIOR SCHOOL EDUCATION. Candidates should have recent and relevant school experience and appropriate research interests. A substantial contribution to professional work in one or more of the following areas is sought:-

The expressive arts; The Humanities; and The Education of Children with Special Needs.

The successful candidates will teach mainly, but not wholly, on the Pre-service B.Ed. degree.

Further particulars and application forms are available from the Principal, West Midlands College of Higher Education, Gorway Road, Walsall WS1 3BD, to whom completed forms should be returned by 30th September 1983. Candidates should clearly state the post for which they are applying. (18896) 340026

Blackpool and Fylde College
of Further and Higher Education

B&FC

LANCASHIRE
H.M. PRISON, KIRKHAM
LECTURER I
to Teach Basic Education (Numeracy) **(Ref: EC/1/2)**

Experience with computers useful but not essential. H.M.P. Kirkham is an Open Prison for non-violent adult offenders.

For further particulars and application form apply to: The Principal, Blackpool and Fylde College of Further and Higher Education, Ashfield Road, Bispham, Blackpool, Lancashire FY2 0HB.

Closing date: 30th September 1983.

LANCASHIRE COUNTY COUNCIL

ESSEX COUNTY COUNCIL

Chelmer Institute of Higher Education

ASSISTANT DIRECTOR/INSTITUTE SECRETARY

Required as soon as possible.

Salary £17,523 per annum.

Application forms and further details available from the Principal Administrative Officer, Chelmer Institute of Higher Education, Victoria Road South, Chelmsford CM1 1LL, to whom applications should be returned by 30th September 1983. Tel: Chelmsford 354491, Ext. 247. (51525) 340026

Adult Education

LIVERPOOL

NORTH-EAST LIVERPOOL TECHNICAL COLLEGE
Muirhead Avenue East, Liverpool L11 1ES

Prison Education Department

H.M. Prison Liverpool

Lecturer I in Basic Education

A Lecturer is required to lead a small team providing basic education for adult offenders in H.M. Prison, Liverpool. The person appointed will teach groups of inmate students and will be responsible for the identification and assessment of potential students, organising courses, monitoring student progress and maintaining and developing links with existing basic education provision in the community.

Applications are invited from qualified and experienced teachers who can demonstrate an interest in working with offenders or ex-offenders.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability.

Further details and application forms (SAE) may be obtained from the Principal at the College. To be returned by 30 September 1983. (18963) 380000

NORTH YORKSHIRE COUNTY COUNCIL

SOCIAL SERVICES DEPARTMENT

Adult Training Centre,
Yearsley Bridge, Huntington Road,
York.

(Providing day care for 80 mentally handicapped adults, 20 requiring special care)

INSTRUCTOR — SPECIAL CARE

Instructor grade: £5493-£7404 (qual bar at £6616)

An instructor is required to join a small lively team in a special care unit where there are 20 trainees. A multi-disciplinary approach is adopted focussing upon individual needs after assessment. There will be involvement in the training programme to develop the basic self help, physical and conceptual skills of the trainees.

Candidates should have had previous experience in a Special Care Unit and preferably hold the D.T.M.H.A.

Application forms are available from the Personnel Section, Social Services Department, 60 Piccadilly, York, YO1 1PP. (A stamped addressed envelope would be appreciated.)

Closing date: 30th September, 1983.

T8836

ADULT EDUCATION
continued

LONDON

BEAUCHAMP LODGE ADULT LITERACY SCHEME
2 Warwick Crescent, London W2 6NE
Tel: 01-286 2183
.5 Lecturer I required ASAP to work as part of the Literacy Scheme team. The scheme provides 1:1 and group tuition in the North Westminster area. Duties include teaching, student interview and follow-up and participation in the general running of the scheme.
Salary scale in accordance with Burnham FE Lecturer scales: .5LI. £2,847 - £4,867, plus London allowance.
Applicants should have experience in adult literacy teaching.
Further details from the Literacy Scheme. Applications should be returned by 7 October 1983. (17987) 380000

HAMPSHIRE

RE-ADVERTISEMENT
Required from 1st January 1984.
LECTURER II for the post of CENTRE HEAD of BRUNE PARK ADULT EDUCATION CENTRE: to administer the adult education programme of the Centre, based on a comprehensive school in Gosport, and to develop work off-campus.
Applicants should be graduates or hold equivalent qualifications and be qualified teachers with substantial experience of Adult Education. Experience of net budgeting is desirable, as is an interest in staff development.
Salary Scale: £6,855 - £11,022 p.a.
For application forms and further details send S.A.E. to the Principal, Fareham Technical College, Bishopsfield Road, Fareham, Hants PO14 1NH.
Applications to be returned within 10 days. (17163) 380000

Community Homes and Associated Institutes

Other Appointments

HERTFORDSHIRE

ST. CHRISTOPHER'S FELLOWSHIP
Wallbury House, Great Offley, Nr. Hitchin, Herts.
Tel: Pirton 446.
Required immediately, or from January 1984, an experienced teacher, Scale 2, to work with three other teachers in the Education Unit of this Voluntary Community Home for emotionally disturbed boys.
Ability to establish a remedial programme an advantage.
Apply in writing to the Divisional Education Officer, [illegible]
Applicants wishing to visit the scheme before applying should contact the Principal by telephone. (51773) 400000

Assessment Centres

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT
PARK HOUSE OBSERVATION AND ASSESSMENT CENTRE
Barton Moss Road, Eccles, Manchester M30 7RL
Required for January, 1984 or earlier if possible. Teacher, Scale I, plus S.S.A. for general subjects. Experience in teaching adolescents with emotional and/or behaviour problems an advantage.
Please send stamped addressed envelope for application forms and further particulars to the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT to whom completed applications should be returned within 14 days of the appearance of this advertisement. (51710) 420000

INNER LONDON EDUCATION AUTHORITY

SAMUEL MONTAGU BOYS CLUB

Broad Walk, Kidbrooke, London, S.E.3.

ASSISTANT YOUTH WORKER

Required for this well-known Boys' Club in South London.

The Club has a membership of almost 400, with an average nightly attendance of 70/80 boys between the ages of 11 and 21 and a senior section for those former members over age 21.

The Senior Youth Worker, who retires in March 1985, is currently assisted by part time Youth Workers and Instructors and is supported by an active Executive Committee.

The Club is affiliated to the National Association and the London Federation of Boys' Clubs.

There is adequate scope for the Assistant Youth Worker to develop his/her own activities within the Club programme.

The appointment will be to the service of the ILEA with secondment to Samuel Montagu Boys' Club. J.N.C. salary and conditions. Qualified salary scale 2, £6987 to £8649, including London Allowance.

Assistance may be given to household removal expenses.

Details and Application Forms returnable by 2 weeks after appearance of advertisement from:

The Education Officer (CEC6)
County Hall
SE1 7PB

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

TE644

Youth and Community Service

DORSET

YOUTH SERVICE

Applications are invited from suitable qualified and experienced persons for the post of Youth Leader at the Littlemoor Youth Centre which meets in purpose built premises on a primary school campus some four miles from the centre of Weymouth.

Salary JNC Range III points 4 - 8 currently £8,178 - £9,183.

Assistance may be given towards household removal expenses.

For application forms and further details send foolscap s.a.e. to the Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1JX.

Closing date 30th September 1983. (51954) 440000

GRIMSBY CLEETHORPES & DISTRICT

YOUNG MENS CHRISTIAN ASSOCIATION

Required as soon as possible, PROGRAMME SECRETARY.

Development of Programme within a large sports hall and ancillary areas; some management responsibilities. Committed Christian. Salary Scale Grade 3 (Y.M.C.A.).

Further information and application form from General Secretary, Y.M.C.A. Peaks Lane, Grimsby DN32 9ET. (51971) 440000

HACKNEY

HUDDLESTON CENTRE
Hackney
YOUTH WORKER
required to initiate work with both mentally and physically handicapped young people, especially adolescents, their siblings and friends. New building. Experience in face-to-face youth work important. ILEA funded. JNC salary and conditions.
Jeremy Hutchinson, 30 Powell Road, London E5 8DJ. 01-985 8869. Closing date 15th October, 1983. (17114) 440000

KENT

YOUTH VOLUNTEER ACTION OF TUNBRIDGE WELLS require a qualified YOUTH WORKER or TEACHER for the post of ORGANISER.
Duties will include promoting voluntary community service amongst young people and running projects connected with it. Some experience in this field is preferred and a full driving licence is required.
Salary J.N.C. Scale 2 £6,048 - £6,828. Post to commence as soon as possible.
Further details and application forms from General Secretary, Tunbridge Wells and District Council for Voluntary Service, 19 Monson Road, Tunbridge Wells, Kent. (16009) 440000

LEEDS

CITY COUNCIL
CONTINUING EDUCATION
GARFORTH COMPREHENSIVE SCHOOL
YOUTH TUTOR (SCALE 3)
Applications are invited for the post of Youth Tutor at Garforth Comprehensive School, to commence as soon as possible. Applicants should possess appropriate qualifications for this post. Seven sessions will be involved with the development of social education provision on the campus (including four evenings youth club). Three sessions will be formal teaching in school.
Further details and application forms are available from: The Director of Education (PE/CM/26), 110 Merrion Centre, Selectapost 17, Leeds LS2 8DT to whom completed forms should be returned within 14 days of the appearance of this advertisement.
Leeds is an equal opportunity employer. (18666) 440000

LEICESTERSHIRE

Re-advertisement

SOUTHFIELDS DRIVE COMMUNITY CENTRE
Southfields Drive, Leicester

COMMUNITY TUTOR required for Sports Hall from 1st January, 1984. Applicants should be qualified P.E. teachers with substantial experience in youth and community work.

Salary: Burnham F.E. Lecturer I.

Applications (together with the names of two referees) to Mr. H.S. Griffiths, Aylestone Community Education Project, Mary Linwood School, Trenant Road, Leicester. Tel: 787294, from whom further particulars may be obtained. Closing date 30th September. Previous applicants need not re-apply. (18627) 440000

ROTHERHAM
METROPOLITAN COUNCIL

RAWMARSH COMPREHENSIVE SCHOOL

11 - 16 Mixed. Approx. 1172 on roll

Required for January, 1984. YOUTH TUTOR.

In addition to qualified teachers with some Youth Service training and experience, persons with Youth Leadership qualifications will also be considered.

Salary: Burnham Scale 3/4. Scale 3:- £7,359 - £10,497. Scale 4 - £8,754 - £11,763.

Closing Date: 3rd October. 1983.

Curriculum Vitae and details of two persons for reference to the Director of Education, Education Department, Norfolk House, Walker Place, Rotherham. W.B. Mussett, Director of Personnel Resources. (51568) 440000

WAKEFIELD

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
MINSTHORPE HIGH SCHOOL AND COMMUNITY COLLEGE
(1366 on roll)
Re-advertisement
Required for January 1984, or sooner if possible, a YOUTH TUTOR. Burnham Salary Scale 3, to join a team of four Youth and Community Workers involved in school youth and community functions. Further details on request.

OSSETT SCHOOL
(11 - 18)
(1400 on roll)
Required for January 1984 a YOUTH TUTOR. Burnham Salary Scale 3. To be responsible for the school based Youth Club and for work among people within the community. Further details on request.

Application forms available (on receipt of s.a.e.) from Chief Education Officer, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement.

Unless applicants receive notification within 6 weeks of the specified closing date, would they please assume they have been unsuccessful. In the interests of economy individual letters will not be sent. (51457) 440000

Overseas Appointments

ABU DHABI

AL-RABEEH FIRST SCHOOL
Abu Dhabi, U.A.E.
Due to increased expansion programme we require for September 1983 fully qualified and experienced Kindergarten/Infant teachers for posts in our well established International School with 700 pupils aged 3 to 7 years.
Free shared air conditioned accommodation. Annual leave with fares paid to London. Gradulty after two years. No Taxes. Interview in London.

Please apply in the first instance with a handwritten application accompanied by full C.V., Testimonials and two photographs to 83 Westmoreland Terrace, London SW1V 4AH. (15793) 460000

PRINCIPAL FOR DENMAN COLLEGE

The Women's Institute Residential Adult Education College

This is a unique and demanding post. The college, situated at Marcham about ten miles from Oxford, provides over 200 short stay courses arranged mainly for WI members covering subject training, general adult education and WI tutor training.

The Principal supported by a small professional staff and visiting tutors is responsible for overall administration, the educational programme and the annual budget, the management of staff, the pastoral care of students and creating a welcoming learning environment.

Warmth of personality, maturity and management experience are as relevant as academic qualifications. Up to date knowledge of adult and continuing education together with field and residential experience are recommended.

A comfortable cottage in the College grounds is provided for the Principal's use. Salary will depend on qualifications and experience within the scale £12,000–£16,200.

Telephone or write for an application form to:

Mrs Ann Besse
Personnel Officer
NFWI, 39 Eccleston Street
London SW1W 9NT
Tel: 01-730 7212

Closing date 6th October.

THE BRITISH COUNCIL

Posts overseas

Brazil

2 Lecturers in English as a Foreign Language, Sociedade Brasileira de Cultura Inglesa, Brasilia

Duties: to teach EFL to intermediate and Advanced students in classes of up to 20 for 24 periods a week; a further 6 hours a week will be spent on materials production, lectures and other cultural activities

Qualifications: candidates should be single, age 25–40, with a degree (preferably in English or Modern Languages), postgraduate degree, Certificate or Diploma in TEFL and 3–5 years' TEFL experience.

Salary: Cr$383,309.00 per month (£ @ approx Cr$887.00 = £437.06). There will be a salary increase on 1st October.

Benefits: "Thirteenth month" salary; air fares; settling-in allowance; medical scheme; baggage allowance.

Contract: a 2 year contract with the SBCI, renewable by mutual agreement.

Reference: 83 D 141–142T

Morocco

ELT Adviser to the Ministry of Education: Rabat

Duties: This is a senior post under Britain's programme of Aid to developing countries; to provide advice to the Ministry of Education for the development of English Language in Morocco: to give professional support to the British Teachers appointed by the Centre for British Teachers and to co-ordinate their professional activities and monitor and evaluate the professional effectiveness of the scheme, to become familiar with the needs of the Moroccan students, materials, methods and systems used in Moroccan schools in order to brief new teachers coming into the system; to foster good relations between Moroccan staff at all levels and the British teachers, to participate in 6 monthly training sessions workshops attended by both Moroccan and British teachers.

Qualifications: Candidates, aged 35–50, must be UK citizens with a British educational background. A degree in English or Modern Languages, plus a one year postgraduate qualification in Education and an MA in Applied Linguistics, at least 5 years relevant overseas experience, including experience in secondary schools and preferably in educational administration, are essential. Fluent French is also essential and a knowledge of Arabic desirable.

Salary: £13,266–£15,311 per annum.

Overseas Allowance: Nil–£902 depending upon salary level and marital status.

Benefits: Salary free of UK income tax; free family passages; children's educational allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave.

Contracts: Contracts will be for 2 years initially with the British Council.

Closing date for applications: 23 September; interviews will be held in early October.

Reference: 83 K 44T.

Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and an application form to: Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT.

ATHENS TO ZIMBABWE

Hundreds of teachers working all over the world learned Teaching English as a Foreign Language (TEFL) with Linguarama before taking up their position. See also under 'Educational Courses'. (55323) 460000

AUSTRALIA

CANBERRA GRAMMAR SCHOOL
Canberra, A.C.T., Australia
PHYSICS TEACHER
Honours graduate, capable of teaching to matriculation level required to start February 1984.
Applications including C.V. and names addresses of two referees should be sent to the Headmaster, Canberra Grammar School, "New Barn", Cassington Rd., Yarnton, Nr. Oxford by 16th September. (16140) 460000

CHRISTIAN TEACHERS

Needed for Secondary Schools in Africa and New Guinea. Challenging work. Volunteer terms.
Volunteer Missionary Movement, Shenley Lane, London Colney, Herts. AL2 1AR. (16299) 460000

CYPRUS

TEACH IN CYPRUS THE MIDDLE EAST AND NORTH AFRICA
Many hundreds of teachers for all subjects and grades will be required from primary to university levels for this and the next academic year. Good pay, no tax, warm climate and good employment conditions.
For details of how to contact employers and cost, please send one pound.
Epic, P O Box 3711, Cyprus. (18557) 460000

TEACH ENGLISH IN MALAYSIA

The Centre is recruiting up to 20 teachers of English on One-year contracts for lower secondary schools in Malaysia. Applicants must be free to fly to Malaysia on *Wednesday, 4th January, 1984* for a two-week orientation course.

Applicants with:

- a university degree
- a postgraduate teaching qualification
- a minimum of three years' TEFL, or a total of five years' teaching of which two should be in TEFL.

Please telephone or write for brochure and further details. Preference will be given to candidates with experience in South East Asia.

The Centre for British Teachers (TLM)
Quality House
Quality Court
Chancery Lane
London WC2A 1HP
Tel: 01-242 2982

CBT

CUMBRIA COUNTY COUNCIL
Proposal to Establish a Residential Youth Centre in Cumbria's Twin German County (Rheinisch Berglscher Kreis):

APPOINTMENT OF AN ORGANISER

To plan and administer Educational Programmes in German

The County Council is shortly to enter into an agreement with its twin German County to establish a residential centre in Germany for use by groups of Cumbrian young people. It is proposed to appoint an organiser of educational programmes who would also act as our local representative.

This appointment provides a challenging and exciting opportunity to plan and implement programmes of residential education for groups visiting our partner, the Rheinisch Berglscher Kreis, located north-east of Cologne. Applications are invited from good German speakers with a knowledge of and a sympathy for the German way of life. The appointment will be for a period of up to three years.

Salary in accordance with Burnham Scale 3 with assistance towards cost of living expenditure.

Further details and application forms may be obtained from the Director of Education, 5 Portland Place, Carlisle, Cumbria CA1 1PU, (s.a.e. please) to whom completed forms should be returned by 30 September 1983.

Cumbria

TE5407

£30,590

Tax-free in the first 2 years

English Teachers

The continuing requirements of our Saudi Arabia Support Contract mean that a small number of male English Language Teachers will be needed towards the end of 1983 to join our staff at the King Faisal Air Academy at Riyadh. They will be responsible for teaching English to students and cadets of the Royal Saudi Air Force.

This is an opportunity to earn at least £14,945 in your first year, £15,645 in your second year *tax-free*, as an English Language Teacher . . .

. . . working in **Saudi Arabia** *with* **BRITISH AEROSPACE**

Applicants must be UK citizens under the age of 50 whose mother tongue is English. We require qualified teachers with a degree in English Language, Linguistics or Modern Languages and ideally a TEFL qualification. A minimum of 5 years' teaching experience with 3 years in TEFL is also required.

In addition to the high *tax-free* salary, successful candidates will receive free single accommodation, messing, medical care and other benefits, including travel-paid UK leave.

Please apply in writing giving brief details of experience or telephone Preston 634317.

**The Personnel Officer, Saudi Arabia Support Dept.
FREEPOST, British Aerospace Aircraft Group,
Warton Division,
Warton Aerodrome, Preston,
Lancs. PR4 1LA.**

BRITISH AEROSPACE
Unequalled in its range of job opportunities

KAMBALA

CHURCH OF ENGLAND GIRLS' SCHOOL
ROSE BAY N.S.W. AUSTRALIA.

The present Principal Miss Joyce D. Gibbons is retiring at the end of 1984 after nearly 19 years as Principal.

The Council of the school seeks applications from persons interested in appointment to the position of

PRINCIPAL

to take office on 1 January 1985 or as soon as possible thereafter. Applications close on 31 October 1983.

Enquiries for details of conditions of appointment will be handled personally and confidentially, separate from the school, by the Chairman of the Council.

Enquiries should be marked "confidential" and made to:

Mr K A Cross
Chairman
GPO Box 4740 Sydney NSW 2001
Australia

OVERSEAS
continued

EGYPT

ST. FATIMA SCHOOLS
Cairo, Egypt
This primary school (4 to 12 years) requires qualified teachers of English as a foreign language, start October, also music teachers.
Please contact Mr. Fouad Habib, 101 Abdel Aziz Fahmy St., Heliopolis, Cairo, Egypt.
Please send recent photo, references and c.v. (17445) 460000

EGYPT

ST. FATIMA SCHOOLS
Cairo, Egypt
Primary School (4 - 12) requires qualified teachers (preferably T.E.F.L.) to teach English and/or Music for academic year 1 October 1983 - 30th April 1984. Accommodation provided.
Write with fullest C.V. to Mr. Habib, 15 Mecklenburgh Square, London WC1. (18617) 460000

RUZAWI SCHOOL

Headmaster: A.B. Curtis, M.A. Oxon

Has a vacancy for a FRENCH TEACHER from January 1984. This I.A.P.S. school for 160 boarders prepares boys for Public Schools in Africa and the U.K.

Graduate single male candidates preferred. Terms include salary in range Z.D. 7000 to 14000, full board and lodging, air fare, luggage allowance. Initial 3 year contract with terminal bonus.

Please contact F.J. Smith, Gabbitas-Thring, 6,7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161. (17174) 460000

GREECE

EFL Schools on Gk Islands req. fluent Gk organizers Alexander Inst Astorahis 27 Salonika Tel: 827106 843948. (17225) 460000

GREECE

EFL Schools on GK Islands req fluent GK organizers Alexander Inst Astorahis 27 Salonika. Tel: 843948. (16174) 460000

GREECE

Urgently wanted. EFL-teacher, Englishman, for 25 hours/week in western-Greece. Salary negotiable + bonuses.
Send curriculum vitae and photograph to: Mrs. Zoe Vaina, Xar. Trikoupi 4, Agrinion, Greece or call-collect 0641-23646. (17113) 460000

GREECE

Young lady qualified in teaching English required to teach in Athens.
Please write: Mrs Illian Kyriazis, 64, Argolidos St. Athens 605, Greece. (51447) 460000

ITALY

Female — Male teachers for: 1/ English courses, 2/ English and Technical aeronautical language (possibly helicopter).
Courses starting September, October, November and January. Answer by express letters with curriculum vitae, photo and telephone number to Big Man's Schools, 16, Via Regina Margherita, 72100, Brindisi. (51464) 460000

KENYA

January vacancies for Preparatory Teachers in Private School.
Previous Kenya experience an advantage.
Please send c.v. to The Headmaster, Nairobi Academy, P.O. Box 24817, Nairobi, Kenya. (16973) 460000

KENYA

INDEPENDNET GIRLS BOARDING SCHOOL
(10 - 16)
Required January 1984: Teacher for Art/Craft (London 'O' level), and some General Subjects with Juniors. Interviews, London, September/October.
Initially Tel: 01-868 9603. (51468) 460000

KUWAIT

PROFESSIONAL COMMUNICATION SERVICES

Interviews for short term contracts for PCS centres in Kuwait and Abu Dhabi will be held in October. Applicants should have at least five years relevant TEFL experience and post graduate qualification in applied Linguistics/TEFL.

Please apply for application forms to: Barbara Doherty, Director - Administration, Professional Communication Services, The Towers, 163 Holton Road, Barry CF6 6HP South Wales, U.K. (51843) 460000

PAKISTAN

HEAD OF G.C.E. STUDIES

Beaconhouse Public School requires Head for its schools in Lahore (450 girls) and Karachi (550 boys). The schools enjoy high local reputations and are in the process of further expansion.
CANDIDATES: Men (Karachi) and women (Lahore) able to teach English and preferably other subject to 'O' level. E.F.L. and administrative experience advantageous.
CONDITIONS: Generous local salary (sterling equivalent £6000 approx). Free accommodation, return air passages, two year contract. Appointments January/Easter 1984.
Please apply to P.G. Gummer - Gabbitas-Thring, 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161. (16001) 460000

SAUDI ARABIA

Applications are invited from married couples interested in the possibility of teaching in Saudi Arabia and who have experience of teaching in Saudi Arabia and/or overseas. Expertise in the 3 - 12 age group essential. Our client requires applicants to have experience of teaching the American curriculum overseas and, ideally, should also have been trained as a teacher and hold Full degree credentials from the USA. Those trained in the UK, but having experience of teaching UK and USA curriculum should also apply. Preliminary interviews are likely to be held in October with possible appointment dating from December 1983. Salary negotiable from £14,000 per annum per person, according to experience and qualifications. Other benefits include free accommodation, travel and 49 days leave each year.

Apply by letter, enclosing CV and names of two referees (testimonials not required) to: CCL Education Consultants (REf: SAGMA), 19 Temple Street, Birmingham B2 5BH. (17123) 460000

SWITZERLAND

AIGLON COLLEGE
Switzerland
EXPERIENCED HISTORY TEACHER needed to replace Head of History while on leave of absence from April to July, 1984. Post would suit a person recently retired from full-time teaching, or on sabbatical. O and A level, 17th to 18th Century British and European.
P.E./GAMES MISTRESS, full-time appointment from January, 1984. The post is residential and combined with some classroom teaching. Knowledge of French and ability to help with extra curricular activities an advantage.
AIGLON is an independent (Overseas HMC) British international Co-ed. Boarding School, 250 students (11 - 18) in the Swiss Alps. Applicants must be prepared to respond to the challenge of working in an international community and make a full contribution to the life of the school, in which individual care and spiritual values are stressed.
Apply in own hand with curriculum vitae, copy testimonials, two referees and phone numbers (own and referees) to: The Headmaster, Aiglon College, 1885 Chesieres Villars, Switzerland. Tel: (25) 352721. (15538) 460000

VSO IN EDUCATION

TEACHERS
for teacher training urgently needed

Education plays a vital role in determining a country's future. But often a shortage of suitably trained teachers hampers development in Third World countries. VSO volunteers can help increasing numbers of people to gain access to teaching skills. Several countries including, BHUTAN, NORTHERN SUDAN, TANZANIA and NIGERIA need volunteers to work in pre-service colleges or in-service training units.

PRIMARY TEACHERS IN THIRD WORLD

Trainee primary teachers in the Third World have often only received primary education themselves. Volunteers are involved in the general education of the trainees as well as helping prepare for work within schools.

If you have the determination, imagination, flexibility and sensitivity to meet this education challenge, contact us NOW.

There are 130 requests from developing countries for teachers to share their skills for these and other posts. The need is urgent. Posts start in the New Year. (Volunteers must be aged between 20 and 65, without dependants and willing to spend two years overseas on only local pay).

Send coupon (sae appreciated) to Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW.

Name..........
Address..........
....
Qualifications.......... (TE 2)

25 YEARS VSO WORKING OVERSEAS

UNIVERSITY APPOINTMENTS

A NEW VENTURE

THE CENTRE FOR BRITISH TEACHERS LIMITED: UNIVERSITY OF MALAYSIA

The Centre is recruiting 5 Lecturers in English Language for the English Centre of the International Islamic University of Malaysia.

Contracts are initially for two years, renewable for a further two. Salaries range from £718 a month to £801 a month with a generous tax free bonus at the end of the contract period. Other benefits include:

Payment of family allowances; fares and baggage allowances, medical cover and the full welfare and professional support services of the Centre.

Applicants should have:

★ An MA in Applied Linguistics or equivalent in the field of language learning.

★ At least 5 years' experience of teaching English overseas.

This is a new project for the IIU and preference will be given to candidates who are able to rise to the challenge of building up a department, and who have experience of and sympathy with the ideals and conventions of Muslim society.

APPLICANTS MUST BE FREE TO TRAVEL TO MALAYSIA on 14th November for an Orientation Course, taking up their posts on 4th December.

For further details, write to:
Mrs E. Baddley, Recruitment Co-ordinator,
The Centre for British Teachers Limited, (IIU)
Quality House, Quality Court,
Chancery Lane, London WC2A 1HP.

CBT

Education Department

PRINCIPAL ASSISTANTS

Staffing

PO1 b or c £10,539–£11,703 or £11,364–£12,738

The postholder will play an important role in assisting in the management and deployment of the teaching force in schools in the County as a whole, particularly in relation to the management of contraction at a time of falling rolls. The post requires judgment and skill at working with people.

Admissions and Curriculum

PO1 b £10,539–£11,703

This section of the Schools Branch requires assistance at a senior level in dealing with the implications of the Education Act 1980 in terms of information to parents, expression of preferences for schools and appeals; the postholder will also be involved in liaison with the Special Education Section on matters relating to the Education Act 1981 and in the promotion of curriculum development.

These posts will provide excellent opportunities for experience of the management of the education service in a large authority. Either post would be appropriate for entrants into educational administration from the teaching profession, or for applicants with good experience in local authority administration.

The posts are open to male and female applicants.

Closing date: 30th September, 1983.

Application forms and further details from County Education Officer (P), PO Box 47, Chelmsford CM1 1LD. (Tel: 0245 267222, Ext. 2626.

ESSEX County Council

Assistant County Education Officer (Finance)

£17,196–£18,735

This new Senior Management post will carry responsibility for financial management and advice throughout the Education Department.

Applicants should have appropriate accounting qualifications and experience together with a commitment to the aims of the education service. The appointment will be with effect from 1 January 1984.

Application form and further details from Head of Manpower Services (Ref: MSD/120), County Hall, Kingston upon Thames, KT1 2DN. Tel: 01-546 1050, Extn. 3577. Closing date: 30th September, 1983. (Readvertisement).

SURREY COUNTY COUNCIL

Northumberland County Council

DIRECTOR OF EDUCATION

£21,045–£22,449

Applications are invited for the above post from appropriately qualified candidates who have wide senior management experience in the Education Service.

Application forms with further details can be obtained from the Chief Executive, County Hall, Morpeth, NE61 2EF. Tel: Morpeth 514343, Ext. 3001, and should be returned by 7th October, 1983.

OVERSEAS continued

SAUDI ARABIA

TEFL TEACHERS

Salary approx. £13,600 p.a. with free single status accommodation, food and return flights.

Please send detailed resume to:- P.E.S. (UK) Limited, Endeavour House, Cleveland Centre, 119 Albert Road, Middlesborough, Cleveland. Tel: (0642) 249813/4. (51620) 460000

ZAMBIA

NSANSA SCHOOL
Ndola Copperbelt
Required, January 1984.
DEPUTY HEADMASTER.

A School of 300 pupils, aged 4 - 13 years, following Zambian Primary course and Bristish based curricula.

Furnished accommodation, end of contract gratuity, car loan, two year contract, remittable salary, etc.

Applicants must have at least eight year teaching experience.

Priority given to applicants whose wives are also teachers.

Letters of application, curriculum vitae, two referees Headmaster, P.O. Box 70322, Ndola, Zambia. (16916) 460000

ZIMBABWE

TEACHERS

TEACHERS of MATHS, GENERAL SCIENCE, AGRICULTURE/RURAL SCIENCE, BUILDING, METALWORK, CARPENTRY and ENGLISH LANGUAGE are required to join secondary schools in Zimbabwe.

Applicants for these posts should have a degree or a full City and Guilds training in a teaching subject. They should also have practical or teaching experience in their subject.

CIIR places teachers for two year contracts on volunteer terms, which include basic salary, return flights to Britain, full insurance, language training and orientation.

For further information and application form, please send a brief cv and large SAE to CIIR Overseas Programme, 22 Coleman Fields, London N1 7AF. Please quote ref: TES/4. (18635) 460000

TEACH ON EXCHANGE IN USA.

Qualified British teachers/lecturers of all subjects with 5 years experience currently teaching full-time in the UK are invited to apply for post to post exchange appointments to the USA during the 1984/85 academic year.

Teachers/lecturers are seconded on full UK salary with all incremental pension and social security rights safeguarded. Travel expenses and a cost of living allowance are payable.

Further details and application forms from: TEO (2) The Central Bureau, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 01-486 5101, Ext. 274. The closing date for completed applications is 1 November 1983. (17470) 460000

EFL Teacher required October for Language school in NW Spain.

Send CV, photograph and covering letter to: Director of English, CEAP-01, Rosalia de Castro 6. (16005) 460000

Immediate need for vols. (Oct-June 84) to teach English in church-school Ajloun, North Jordan. EFL not essential. Excellent provision, friendship, tours offered throughout the Holy Land: Further details: Tel 046-26-77865. (17109) 460000

Urgently required TEFL teacher for small language School in La Coruna NW Spain. Knowledge of Spanish essential. Phone La Coruna (010 34 81) 240749. (16002) 460000

Administration Local Education Authority

DONCASTER

LOCAL EDUCATION AUTHORITY

ADVISER FOR SPECIAL EDUCATIONAL NEEDS

Salary Scale: Soulbury H.T. Group 8 £13,953 - £15,189 per annum

Applications are invited for this newly established post which will involve advisory responsibility across the area of special educational needs, including special education.

Applicants should be well qualified in one or more areas of special education and have substantial and successful teaching experience in special schools and preferably also in primary or secondary schools.

Application forms and further particulars available from the Chief Executive, 2 Priory Place, Doncaster DN1 1BN, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (18473) 480000

DORSET

COUNTY COUNCIL

COUNTY EDUCATION DEPARTMENT

APPOINTMENT OF CAREERS OFFICER
Blandford

POST NUMBER CO205X

Applications are invited for the post of Careers Officer based in the Area Careers Office in Blandford. You will be responsible to the Area Careers Officer and will carry out the full range of professional duties in relation to an assigned range of pupils in schools and provide help and guidance to any young people who require it.

You must hold a valid full driving licence and should preferably have received training approved by the Careers Service Committee of the Local Government Training Board, be in possession of the Diploma in Careers Guidance or an appropriate alternative qualification and should have at least two years experience.

Salary within Scale 4/5 £6,264 by increments to £7,005 (max. Scale 4) and £7,191 to £7,896 (max. Scale 5). Qualified officers proceed to Scale 5 after four years experience. Qualified officers commence on Scale 4 or Scale 5 according to qualifications and experience.

Application forms returnable by 30th September, 1983 and further details from the County Education Officer (MD), County Hall, Dorchester, Dorset DT1 1XJ. (Please quote post number). (16034) 480000

HARINGEY

LONDON BOROUGH OF HARINGEY
EDUCATION SERVICE
HARINGEY CAREERS SERVICE
CAREERS ADVISERS (2)

Grade: Scale 6 Salary: £8,781 - £9,309 inclusive.

You should be professionally qualified and preferably have had previous experience in the Service.

The salary payable to those in their probationary year would be on scale 5.

Application forms and further details available from the Chief Education Officer, Education Offices, 48 - 62 Station Road, Wood Green, London N22 4TY. Please quote reference No: EP. 16290/EP. 16618. Tel: 01-881 3000, Ext: 3131.

Applications returnable by 30 September 1983.

HARINGEY IS AN EQUAL OPPORTUNITY EMPLOYER. (17970) 480000

SHEFFIELD EDUCATION DEPARTMENT

SENIOR ASSISTANT EDUCATION OFFICER (EXECUTIVE MANAGEMENT)

£16,443–£17,550

Applications are invited for this third tier post in one of the largest and most progressive Metropolitan District Education Authorities. The post carries dual accountabilities in the Functional and Programme Management areas.

Programme Accountability includes policy formulation in respect of Risk Management (Safety etc) and Information technology. Functional accountabilities include general management of the Property Services and Staffing Branches, direct management of Divisions for Support Services and Payments, the work of Records Advisory Officer, and the preparation of agendas, and related work for the Education Programme Committee and the Finance and General Purposes Sub-Committee.

Careers Service, AUEW House, Furnival Gate, Sheffield 1

TEMPORARY SPECIAL PROJECTS OFFICER

Scale 6 £8,154–£8,712

The post involves the research, development and implementation of programmes for the benefit of young people with special needs, whether unemployed or in full-time training or education. There is also a responsibility to disseminate findings throughout the Careers Service in Sheffield. This is a practitioners job, with a reduced case load, which should enable the postholder to carry out original work.

Applicants must be fully qualified Careers Officers with a wide range of experience in the Careers Service.

Further particulars and application forms from the Chief Education Officer, PO Box 67, Leopold Street, Sheffield S1 1RJ to whom completed forms should be returned to (ref. ST/P/CW) by 30th September, Tel: 0742 26341, Ext. 364.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

Somerset County Council

SOMERSET EDUCATION & CULTURAL SERVICES COMMITTEE

ASSISTANT EDUCATION OFFICER (CONTINUING EDUCATION) required

Salary Scale PO 1 (vi), £12,738 per annum.

This post has been re-graded to reflect its growing importance and the need to attract candidates of the right quality and experience. The person appointed might be a new entrant to administration or might already be working in education administration. In either case the post offers a stimulating opportunity to gain experience and to initiate new ideas in a very exciting field.

The successful candidate will work closely with colleges, the community education service, schools and the Manpower Services Commission in the development of post 16 education. His/her duties will cover all aspects of post 16 work and he/she will be expected to show initiative, sensitivity and flair as well as demonstrating – or quickly developing – the more conventional administrative skills. Apart from special projects in the post 16 field he/she will have a particular responsibility for co-ordinating and monitoring initiatives to combat unemployment, and will be closely involved in in-service training and liason with the Manpower Services Commission.

Candidates should hold a degree and should have had successful teaching experience, preferably in the post 16 field. Administrative experience would be an advantage.

Application forms and further details available from the Chief Education Officer, Staff NT, County Hall, Taunton TA1 4DY. Stamped Addressed Envelope Please.

Closing date 30 September 1983.

AREA CAREERS OFFICER

West Devon

Salary £10,539–£11,703

This post requires wide and successful professional and managerial experience in the Careers Service. The person appointed must have the ability to organise the work of over 30 staff in offices which provide for the largest concentration of young people in the Authority.

The successful applicant will also be expected to contribute to the development of the service across the County as a whole.

The post will be based in Plymouth from January 1984.

Application and further details (sae please) from:
The Chief Education Officer,
Education Department,
County Hall, Exeter,
returnable by
30th September, 1983.

DEVON

DEPARTMENT OF EDUCATION AND SCIENCE

HM Inspectors of Schools, England

Home Economics

Applications are invited from men and women, preferably aged between 35 and 45, for appointment as HM Inspectors with a major assignment in Home Economics in Schools, colleges and teacher training. Applicants must have good specialist qualifications and substantial teaching experience. Experience of work at senior level in schools or colleges or of advisory work would be an advantage. Appropriate industrial experience would also be an asset.

All HM Inspectors undertake general duties as well as specialist work and candidates should therefore have a broad understanding of the place of home economics in education and its relationship with other subjects. Those appointed will have opportunities to take part with other HMI in work related to current developments such as the Technical and Vocational Education Initiative, developments in examinations, and the White Paper on Teaching Quality.

Starting salary is within the range of £14,400–£20,800 (up to £1250 higher in London).

Application forms (to be returned by 14 October 1983) and further information may be obtained from Mr E D Foster, Department of Education and Science, Room 16/17, Elizabeth House, 39 York Road, London SE1 7PH, Telephone 01-928 9222, extension 2786 or 2237. Please quote 6/83.

GATESHEAD METROPOLITAN BOROUGH COUNCIL

Education Department

COMMUNITY EDUCATION OFFICER

Salary Scale Soulbury: Main Range 1–5: £9,946–£11,178

Gateshead Council is seeking a fifth member for its recently established Community Education Team. In post at present there is a Team Leader and three Area Officers. The fifth member will have responsibility for promoting specific developments in the youth and community service. Some immediate priorities are work with the unemployed, training, information/publicity and co-ordination of resources. The precise responsibilities of the successful candidate will be, in part, dependent upon his/her expertise in relation to the other Team members.

The Team supports all youth and community organisations in the Borough (over 200). It also has a very active roll within other developments in the Education Service. The successful candidate will need to be experienced and be able to take initiatives, develop activities and work within a team concept.

The appointment to the post, which is funded through the Inner Area Partnership, will be made on a fixed term contract until 31st March, 1985, in the first instance.

Further information can be obtained by contacting Mr Nic Pearse, Community Education Team Leader, Tel: 0632 771005.

Application forms and further information available from Director of Personnel and Management Services, 7th Floor Aidan House, Tynegate Precinct, Sunderland Road, Gateshead, Tyne & Wear NE8 3EP. Tel: 0632 770612, returnable by 30th September, 1983.

City of Salford

RE-ADVERTISEMENT

GENERAL ADVISOR – ENGLISH

Headteacher Group 8 £13,953–£15,189
Post Ref: 4674/TES

As a result of promotion we are looking for an enthusiastic and knowledgeable person to be an integral part of our Advisory Service.

You will be involved in providing advice and stimulation to teaching staff at all levels from probationer to head; in the appointment and promotion of teachers; in maintaining and developing standards in written, read and spoken English with an emphasis on drama. In addition you would have general care responsibilities for your own group of high schools and associated primary schools.

If you think you have the depth of experience to make a major contribution through this demanding role then contact Personnel Manager, Salford Civic Centre, Swinton, Manchester M27 2BN. Tel: 061 793 3158. Please quote the above post reference in all communications. Closing date for applications 30th September, 1983.

Buckinghamshire County Council

CHIEF EDUCATION OFFICER

£25,401–£27,273 p.a. (Pay award pending)

The present Chief Education Officer will retire on 29th February, 1984.

Applicants must be graduates with teaching experience and substantial all-round experience at senior level in the administration of local authority education services.

Application forms and further details may be obtained from the:

**County Personnel Officer
County Hall
Aylesbury
Bucks. HP20 1UA
Tel: 0296 5000, Ext. 220**

The closing date for applications is 10th October, and interviews will take place on 8th/9th November.

Leicestershire

Technical and Vocational Education Initiative

COUNTY CO-ORDINATOR

Salary: Head Teacher Group 10 £16,008 - £17,262

From 1st January 1984, the County will appoint a qualified teacher with good teaching and administrative experience at a senior level in secondary schools or FE Colleges as COUNTY CO-ORDINATOR for its TVEI Programme. This is a key post in this exciting and ambitious curriculum development project within comprehensive education for 14–18 year olds.

Casual car user allowance.

Further details essential: Please send SAE to Director of Education, County Hall, Glenfield, Leicester LE3 8RF. Apply (no forms) giving full details, curriculum vitae, names and addresses of two referees and enclosing SAE by 27th September.

EQUAL OPPORTUNITIES POLICY
Applications are welcome from suitably qualified and/or experienced people regardless of race, ethnic origin, religion, sex, marital status or disability

ADMIN LEA cont.

AREA EDUCATION OFFICER

£16,869–£18,408
Weybridge

The ideal candidate will be academically well qualified, have had wide experience at senior level in the education service and have proven management ability.

There are four Area Education Officers in the County who are responsible to the County Education Officer for a wide range of functions within their administrative areas.

The post at Weybridge becomes vacant on 1 January 1984 upon the appointment of the present holder to a new post at County Hall.

Application form and further particulars from Head of Manpower Services (Ref: MSD/119), County Hall, Kingston upon Thames, KT1 2DN. Tel: 01-546 1050, Extn. 3577. Closing date: 5 October 1983.

SURREY COUNTY COUNCIL

Superintendent Education Welfare Officer

Salary: £9,060–£9,660

For this post, based in Exeter, we are seeking a suitably qualified person to lead a team of seven Education Welfare Officers in the East Devon area. You will also be required to give support and advice on training and associated matters for the Education Welfare Service in the Authority as a whole.

Application form and further details (sae please) from:

**Chief Education Officer, County Hall,
Topsham Road,
Exeter, EX2 4QC.
returnable by
30th September, 1983.**

DEVON

Education Department

Research and Information Centre

£11,136–£12,300

You will be responsible for the collection, development and presentation of information, updating school population forecasts, co-ordination of annual Policy Review exercises, and assisting with the development of data processing. This will involve you in close collaboration with the Central Policy Analysis Unit and in developments in the field of New Technology. You must have a record of substantial achievement in relevant areas, together with an understanding of the academic world and Local Government structures and processes.

Application forms and further details from the Recruitment Officer, Personnel Department, Town Hall, Forest Road, London E17 4JF. Tel: 01-531 8899 – 24 hour answering service.

Please quote Reference: G5522.

Closing date: 30th September, 1983.

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest

WILTSHIRE COUNTY COUNCIL
Education Department
NEW COLLEGE, SWINDON

SENIOR ADMINISTRATIVE OFFICER

37 hours per week. All year round.

Salary: Scale 6 £8,154 to £8,712.

This is a key post in a new college of 16–19 age students, under FE Regulations which will be enrolling its first students in September 1984.

Application forms and further details from the Principal, New College, Helston Road, Park North, Swindon SN3 2LA returnable by the 30th September, 1983.

EDUCATION DEPARTMENT

ASSISTANT EDUCATION OFFICER MULTI-CULTURAL EDUCATION

£14,631–£15,954 p.a. inclusive

Applications for this important and demanding post are sought from lively and energetic graduates with sound experience at senior level both in teaching and administration. Experience of different areas of the education service would be advantageous as would a specialist qualification.

The successful candidate will be able to provide clear evidence of a substantial and succesful period of service in multicultural education and in the education of ethnic minority group pupils.

Please quote reference: ED 915.

Closing date: 30th September, 1983.

Application forms and further details are available from The Personnel Section, Room A204, Town Hall Annexe, New Broadway, Ealing W5. (24 hour answer service 01-840 1995).

Ealing London Borough

ADVISORY TEACHERS

(Scale 4)

for PRIMARY EDUCATION HOME ECONOMICS

Required for 1st January, 1984.

Applications are invited for the above posts from Teachers with appropriate qualifications and experience.

Closing date: 30th September, 1983.

Removal and disturbance allowance scheme in operation.

Please send foolscap s.a.e. for application form and further details to the County Education Officer, PO Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.

ESSEX County Council

Metropolitan Borough of WIRRAL
AN EQUAL OPPORTUNITY EMPLOYER

PRINCIPAL CAREERS OFFICER

£11,364–£12,738

Applicants should possess varied professional experience, have exercised administrative and managerial responsibilities at a senior level in a Local Authority Careers Service and be able to offer dynamic leadership to a professional team in a recently restructured Careers Service.

Re-location expenses in accordance with the Authority's Scheme will be payable in appropriate cases.

Application forms and further details from the Director of Education, Municipal Buildings, Cleveland Street, Birkenhead, Merseyside (051-647 7000, Ext 355), returnable by 30th September.

ADMIN L.E.A.
continued

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
READING ADVISORY SERVICE

Required for 1st January, 1984. SENIOR ADVISORY TEACHER (Senior Teacher Scale).

Please send s.a.e. for application forms and further particulars to the Chief Education Officer, Education Officer, Chapel Street, Salford M3 5LT to whom completed application forms should be returned within 14 days of the appearance of this advertisement. (51708) 480000

NORFOLK

CENTRAL AREA
CAREERS OFFICE
21 Bedford Street,
Norwich

CAREERS OFFICER

Salary:- Sc. 4/5 £6,264 - £7,896

Applications are invited from qualified Careers Officers, or students completing a full-time Diploma Course. The Officer appointed will undertake the full range of duties in schools, including the whole ability range up to the 5th form level.

Essential car user allowance. There is automatic progression to Scale 5 after a satisfactory probationary period.

Application forms and further details on receipt of s.a.e. from County Education Officer, Room 5, County Hall, Martineau Lane, Norwich NR1 2DL to be returned by 30th September, 1983. (51519) 480000

HARROGATE BOROUGH COUNCIL
NIDDERDALE RECREATION CENTRE

ASSISTANT MANAGER (Post T229)

Salary Scale 4 £6,264–£7,005 per annum

Applications are invited for the above post which may be suitable for newly qualified people looking for a first appointment. The post would provide an excellent opportunity for people wishing to obtain practical experience in all aspects of managing a joint-use recreation centre and an ability to coach a number of activities and a friendly personality may be more suitable than a formal qualification. The centre is situated in Pateley Bridge, a small country town with a population of approximately 2,000 and an estimated catchment area of about 8,000.

The facilities include a main hall 33m x 22m, two squash courts, a hard porous area, three tennis courts and social areas.

It is important that the person appointed becomes involved with local community organisations and lives in the immediate catchment area.

Assistance with resettlement expenses in approved cases and temporary housing accommodation may be available.

Application forms and further details may be obtained from the Personnel Officer, Council Offices, Crescent Gardens, Harrogate, North Yorkshire HG1 2SG. Tel: (0423) 68954, Ext. 255. Closing date: 30th September 1983.

Re-advertisement

Craft Instructor (Temporary)

Maryport
£5,493–£5,811

Cumbria County Council invites applications for a Craft Instructor at Ainsburgh House, a Hostel for the physically handicapped at Maryport. This is a temporary vacancy until 1985.

The successful applicant should have knowledge of craft work with the ability to teach and be able to devise means and ways of occupying upwards of 25 people who are in various degrees of severe handicap.

There will also be an element of organising leisure time pursuits.

The work will not be 9am–5pm but could involve evening and weekend work with relevant time off in lieu.

For informal discussion contact Mr Jardine, Tel: Workington 4644.

Further details and application form, returnable by 30th September, 1983 from Assistant Director of Social Services, 53 Oxford Street, Workington.

Cumbria SOCIAL SERVICES

SURREY SOCIAL SERVICES

Instructor

£6,534–£7,674

Bentley is a Day Centre for 110 Mentally Handicapped Adults in Banstead. The Centre offers a wide range of activities and facilities for development and training of clients.

We are seeking an Instructor to run the Centre's further education area and it is therefore essential that applicants possess a relevant qualification. Applicants must also have had experience of working with mentally handicapped people and be able to demonstrate the ability to help people achieve their potential.

For further details, please contact the Manager, Mr Alan Rivers on Burgh Heath 57901, who will be pleased to arrange an informal visit.

Application form from Director of Social Services, Surrey House, 34 Eden Street, Kingston upon Thames. Tel: 01-549 6111, Ext. 268 quoting Ref: 83/159/SE.

SURREY COUNTY COUNCIL

HARINGEY

LONDON BOROUGH OF HARINGEY
EDUCATION SERVICE
PROFESSIONAL ASSISTANT
Grade: PO2 Salary: £11,136 - £12,300

Required to support the Education Officer (Schools) and Assistant Education Officers by carrying out a wide range of day-to-day duties within the Schools Division. You will also be required to carry out specific assignments/research for the Chief Education Officer and Deputy, as necessary. Previous administrative experience is not essential although a successful teaching background will be an advantage, as will a degree or other relevant professional qualification.

A Casual Lump Sum Car Allowance is attached to this post, which will be on a claims basis for the first six months. Generous conditions of service include 28 days annual leave with an extra three days after 10 year Local Government service plus access to a car loan scheme. Where appropriate an evening attendance allowance is payable.

Application form and further details are available from the Chief Education Officer, Education Offices, 48 - 62 Station Road, Wood Green, London N22 4TY. Tel: 01-881 3000, Ext: 3131. Applications returnable by 30th September 1983.

HARINGEY IS AN EQUAL OPPORTUNITY EMPLOYER. (17968) 480000

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
MANAGER FOR THE BOW CENTRE

The Bow Centre is a city centre facility offering social, recreational, educational, counselling and advice services to unemployed young people. Most of the users are at present aged 19 - 25 and are of West Indian origin.

The Manager will be responsible to the Chief Education Officer and the Management Committee for: advice on appropriate provision and the development of new initiatives, the management and administration of the centre which is staffed by six worker/ counsellors and three ancillary staff, and liaison with external agencies and the youth, careers and further education services.

The Manager will be subject to JNC Conditions of Service and paid on the Burnham FE Senior Lecturer Salary scale. Candidates should possess an understanding of the problems faced by unemployed young people: qualities of leadership, teamwork and imagination; and a teaching qualification or appropriate qualifications in youth work or careers education. Experience of working with young people from minority ethnic groups is highly desirable.

Application forms are available from the Chief Education Officer (Teachers Division) to whom they should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ by 30 September 1983. (51940) 480000

SOUTH TYNESIDE

BOROUGH OF SOUTH TYNESIDE
EDUCATION DEPARTMENT
PRINCIPAL ADMINISTRATIVE OFFICER (FURTHER EDUCATION)
£10,942 - £11,364

Applications are invited from suitably qualified candidates for the newly created post of Principal Administrative Assistant (Further Education) in the Further Education Section of this Department.

The responsibilities of the post will relate to the whole range of Further Education but will initially concentrate upon the development of the range of Youth Training Schemes supported by this Department and the contribution of the Further Education Service to this special provision.

Application forms are available from the Chief Personnel and Management Services Officer, Westoe Hall, Westoe Village, South Shields. (Tel: South Shields 562191) to be returned by NOON on 30th September 1983. (17171) 480000

SUFFOLK

COUNTY COUNCIL
ADVISORY TEACHER
COMPUTERS IN EDUCATION

Applications are invited from enthusiastic and experienced teachers for the above post with effect from 1st January, 1984, or as soon as possible thereafter. The Advisory Teacher - Computers in Education will work with pupils and their teachers in primary, middle- and upper/ high schools in the Northern Area of the County and will assist in the Authority's in-service training programme.

The post will be either for a three year period or in the case of Suffolk teachers, by a three year secondment from their present post. The salary will be on Burnham Scale 3.

Further particular and application form may be obtained from the Area Education Officer, Suffolk House, London Road North, Lowestoft NR32 1BH, on receipt of a stamped addressed envelope. Completed forms should be returned by 30th September, 1983. (18973) 480000

Administration General

LONDON

PUPPET CENTRE
EDUCATION OFFICER

Salary Burnham Scale 3. Experienced teacher with commitment and experience of puppetry in education and therapy. To work with teachers and children in a range of educational establishments. Further details available.

Letters of application & c.v. to: The Chairman, Puppet Centre Trust, Battersea Arts Centre, Lavender Hill, London SW11 5TJ. Closing date 30th September. (17982) 480000

HERTFORDSHIRE

The Governors of WATERSIDE SCHOOL invite applications for the post of BURSAR. As well as being in charge of the general administration of the school, including Finance and the maintenance of buildings, the Bursar is Clerk to the Governing Council.

The starting salary for this post will be not less than £10,500.

Full details of the appointment may be obtained from the Chairman of the Governors, Waterside School, Hassobury, Hazel End, Bishop's Stortford, Hertfordshire CM23 1HE. Each application should be accompanied by a curriculum vitae and the names and addresses of two referees. Envelopes should be marked 'Bursar Vacancy'.

The closing date for applications is 1st October, 1983. (16927) 500000

KENT COLLEGE
Pembury
G.S.A. 460 girls, 5 - 18 in Junior and Senior Schools

The Governors of Kent College, which is one of the Methodist Colleges and Schools, wish to appoint a BURSAR and Clerk to the Governors with effect from 1st April, 1984.

Applications, including a curriculum vitae and the names of three referees, should be received by October 22nd, 1983.

For further details, please send self-addressed envelope to Clerk to the Governors, Kent College, Pembury, Nr. Tunbridge Wells TN2 4AX. (16050) 500000

SECRETARY/ADMINISTRATOR

Major Language School requires Secretary/Administrator. Work includes typing, liaising between clients & teachers, various marketing projects & general administration.

Shorthand & knowledge of foreign languages useful.

Contact: The Director. Tel: 01-405 3609/3685. (17170) 500000

Social Services

HARINGEY

(LONDON BOROUGH OF HARINGEY)
SOCIAL SERVICES
INDUSTRIAL CRAFTSMAN/ WOMAN
£7788 - £8493

Required at Clurendon Day Centre which offers rehabilitation to 30 clients recovering from Mental Illness.

Although we are looking for someone who can take responsibility for the running of the woodwork section, it is most important that you should possess the qualities and skills that would enable them to be involved in the full activities of the centre, i.e. group discussions, individual and group counselling, education and outings etc. You would be a primary worker for a few clients and would be expected to provide written reports and attend reviews on clients.

The emphasis within the staff team is upon a teamwork approach and there are regular consultation meetings. It is not essential that you be qualified and or experienced with this client group but you should possess a sensitivity and understanding of the needs of mentally ill people.

For informal discussion Tel: Mrs. E. Bainbridge on 01-889 6417.

Application forms from Director of Social Services, 40 Cumberland Road, London N22 4SG. Tel: 01-881 3000, Ext: 3798. Quoting reference No: TES/871.

Closing date: 30 September 1983.

HARINGEY IS AN EQUAL OPPORTUNITY EMPLOYER. (17969) 520000

Education Psychologists

GLOUCESTERSHIRE
COUNTY COUNCIL

EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGIST
Full-Time post

£8,454 - £14,253

Applications are invited for this post. Applicants should have an Honours Degree in Psychology (or equivalent), post-graduate training in Educational Psychology and 2 years teaching experience. Initially the successful candidate will be based in the Stroud area but the appointment will be made to the County Service as a whole and later changes of work base are possible. Previous experience in the work will be an advantage.

Salary will be within Soulbury Scales (Burnham Q.T. 3.4 to H.T. group 7.4) in accordance with age and experience. Closing date for application is 7th October 1983.

Post would be tenable from date to be agreed, as soon as possible.

Further details and application forms are obtainable from the Chief Education Officer, Staffing Division (Room 120), Shire Hall, Gloucester GL1 2TP. Informal enquiries may be made of Principal Educational Psychologist (Mr. N. Evans), Shire Hall, Gloucester (Tel: 0452 21444, Ext. 7643). [illegible]

Staffordshire County Council

Educational Psychologists

(3 posts)

Temporary Educational Psychologist

Applications are invited from fully qualified psychologists for this post which will be vacant from 1st September, 1983 to 31st August, 1984. Whilst this is a full-time post, consideration will be given to applicants who wish to work part-time hours.

Educational Psychologists

Applications are invited for this permanent full-time appointment from persons with relevant professional qualifications, which has arisen due to the promotion of the present holder.

Salary: Q.T. 4.5 – H.T. 7.4 £10,497–£14,253

Assistant Education Psychologist

Applicants for this post must have an Honours degree in Psychology, a minimum of two years teaching experience, but should not yet have completed their postgraduate qualification in Educational Psychology.

Salary: Q.T. 3.4
Q.T. 4.4 £8,454–£10,143

Informal enquiries should be directed to Mr R. G. Booth, Chief Educational Psychologist – Tel: Stafford 3121, Ext. 6884.

Application forms and further details from the Chief Education Officer, Staffing Non-Teaching Section, Education Offices, Tipping Street, Stafford.

Closing date for applications is 14 days following the appearance of the advertisement.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union.

Education
Schools Psychological Service

Temporary Educational Psychologist

£8454-£14,253 p.a. (Soulbury Main Scale)

We require a fully qualified Educational Psychologist for this temporary post to cover for maternity leave. The post is based at the School Psychological Centre, 12 St. John Street, Mansfield, Notts. The successful candidate (male or female) will work under the general supervision of the Senior Educational Psychologist (Mansfield) and in collaboration with a Social Worker and small team of peripatetic remedial teachers.

A casual car user allowance is payable.

Application forms and further details are available from the Director of Education (ref: A12) at County Hall. Closing date 30 September 1983.

TES88

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

DURHAM COUNTY COUNCIL

Post of District Educational Psychologist (2)

Applications are invited from fully qualified educational psychologists to fill two vacancies which have arisen in the County Psychological Service.

The successful applicants will join a well established team of 18 educational psychologists and the positions include responsibilities for pre-school children, work in a comprehensive child guidance team network, in hospitals and in schools.

Much of the work undertaken will include collaboration with colleagues in the District Health Authorities within the County and with officers in both the Education and Social Services Departments of the Authority.

Commencing salary for fully qualified officers dependent upon experience but not less than £11,352–£14,253.

Further particulars and form of application (to be returned by 3rd October, 1983) from the Director of Education, County Hall, Durham DH1 5UJ, on receipt of a stamped addressed envelope.

EDUC PSYCHOLOGISTS
continued

WALTHAM FOREST

AN EQUAL OPPORTUNITY EMPLOYER
WHITEFIELD SCHOOL & CENTRE

Macdonald Road, London E17
Head: Mr. P. Turner

Required for January ASSESSMENTS TEACHER/ PSYCHOLOGIST SCALE 2(s) (plus London Allowance). A third member is required for the busy Assessment Department of this large special school which has three separate departments catering for children with Moderate Learning Difficulties, Specific Language Difficulties, Autistic/Psychotic and Deaf/Visually Handicapped children. The school also has a large observation and assessment nursery for children of all levels of retardation. You must be able to administer a wide variety of diagnostic measures as a major contribution to the school's review procedures. This entails assessment of a child's potential, identification of specific learning difficulties, preparation of attainment profiles and guidance in remediation programme planning.

Applications are sought from qualified educational psychologists.

Contact the Head Teacher for application form and further details (send large s.a.e.), Ref No. S13/359.

Closing date: 30th September. (51523) 560000

Examiners

CAMBRIDGESHIRE

UNIVERSITY OF CAMBRIDGE

LOCAL EXAMINATIONS SYNDICATE

The Syndicate invites applications from suitably qualified teachers or lecturers for Assistant Examinerships in:

Ordinary level Computer Studies.

Advanced level Computer Science.

Applicants should be between 25 and 65 and have had a minimum of three years' relevant experience. Previous applicants need not re-apply.

Application forms are available from: The Secretary, Syndicate Buildings, 1 Hills Road, Cambridge CB1 2EU. (18885) 600000

LONDON BOROUGH OF REDBRIDGE
EDUCATION DEPARTMENT

Educational Psychologists (2)

£9069-£14,868, plus appropriate car allowance

Applications are invited for two posts of Educational Psychologist in the Schools Psychological Service. These new posts effective from December 1983 will help the Authority meet the requirements of the 1981 Education Act. Candidates should have an Honours Degree in Psychology, at least two years teaching experience and a post-graduate qualification in educational psychology.

Preference will be given to those with previous experience and who can offer some specialist contribution.

Assistance with removal expenses may be available.

Further particulars and application form from the Director of Educational Services, Education Office, 255/259 High Road, Ilford, Essex IG1 1NN.

Closing date: 30 September 1983.

TES66

NORTH YORKSHIRE
COUNTY COUNCIL

SENIOR EDUCATIONAL PSYCHOLOGIST

YORK/SELBY AREA

Salary: £13,953–£15,189 (Head Teacher Group 8)

For this post, based in York, applicants should have an Honours Degree in Psychology, postgraduate training in educational psychology, appropriate teaching experience and experience of working as an educational psychologist with a local Education Authority. The person appointed will lead a team responsible for all aspects of psychological work in schools and liaison with Child Guidance Clinics serving the York and Selby area. The County Service is well placed to respond to the Education Act 1981.

Application forms (to be returned by 30th September, 1983) and further particulars from the County Education Officer, Room 34, County Hall, Northallerton, North Yorkshire DL7 8AE.

University of London
University Entrance and School Examinations Council

General Certificate of Education Examination

The Council invites applications for the following Chief Examiner appointments:

JUNE 1984
HINDI – ADVANCED AND ORDINARY LEVEL

JUNE 1985
HOME ECONOMICS – ADVANCED LEVEL
GEOGRAPHY, SYLLABUS A – ORDINARY LEVEL

JUNE 1986
GERMAN – ADVANCED LEVEL
MATHEMATICS – ADVANCED LEVEL
SPANISH – ADVANCED LEVEL
FRENCH – ORDINARY LEVEL
SPANISH – ORDINARY LEVEL

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience essential: Duties include setting question papers, advising on the award of grades and may include the supervision of a team of examiners.

For application forms and further details write to The Secretary, University Entrance and School Examinations Council, University of London, 66-72 Gower Street, London WC1E 6EE. Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 17 October 1983. Previous applicants for any of the above posts need not re-apply since their applications will be considered with any new ones received.

NORTH WEST REGIONAL EXAMINATIONS BOARD

Applications are invited for the following appointments.

CHIEF EXAMINERS FOR THE 1985 EXAMINATIONS IN EUROPEAN STUDIES PILOT STUDY

BIOLOGY
HOME ECONOMICS

Forms of application and details of appointment may be obtained from the Secretary to the Board, Orbit House, Albert Street, Eccles, Manchester, M30 0WL.

Completed application forms should be returned to the Secretary to the Board not later than Friday, 7 October 1983. (18893) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of CHIEF EXAMINER to help conduct a BASIC ENGLISH Pilot Examination in October, 1983 and conducting the proposed first operational examination in May, 1984.

The Test is outside the structure of G.C.E. 'O' Level examinations and has been developed to complement the existing Test of Basic Arithmetic and that of Life Skills, also being developed. It is similar in format to these Tests.

Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years, recent relevant teaching experience across the whole ability range and preferably examining experience.

Further information and appliation forms may be obtained from The Secretary General (A3), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than Friday, 30th September, 1983. (18834) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for ASSISTANT EXAMINER posts in the following Visual Arts subjects at ORDINARY LEVEL for the 1984 examinations:

ART (116) and ART & DESIGN (118) - Art Papers.

DESIGN (117) and ART & DESIGN (118) - Design Option 01: Textiles.

DESIGN (117) and ART & DESIGN (118) - Design Option 02: Two-Dimensional Design.

PHOTOGRAPHY (092) - Papers 1 and 2 (Practical and Written).

Applicants must have a degree or equivalent qualification in a relevant subject and a minimum of four years' recent relevant teaching experience.

Further information and application forms may be obtained from The Secretary General (A10), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than three weeks after the appearance of this advertisement. Separate applications must be made with respect to each subject area listed. (51548) 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the posts of ASSISTANT EXAMINER for BIOLOGY (006) and HUMAN BIOLOGY (043) at ORDINARY LEVEL for the 1984 examinations.

Applicants should have a degree or equivalent qualification in Biology and a minimum of four years' recent relevant teaching experience.

Further information and application forms may be obtained from The Secretary General (A11), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned within three weeks from the appearance of this advertisement. (51543) 600000

University of London
University Entrance and School Examinations Council

General Certificate of Education Examination

The Council invites applications for addition to the list of those suitable for appointment as Assistant Examiners:

ADVANCED LEVEL

ACCOUNTING
BIOLOGY
CHEMISTRY
COMPUTING SCIENCE
ENGLISH LITERATURE
FRENCH, SYLLABUS A
FRENCH, SYLLABUS B
GEOGRAPHY
GRAPHICAL COMMUNICATION
HISTORY
HOME ECONOMICS
LAW
MODERN GREEK
PHYSICS
RUSSIAN
SPANISH

ORDINARY LEVEL

PRINCIPLES OF ACCOUNTS
COMMERCE
ENGLISH LANGUAGE AND LITERATURE
FOOD & NUTRITION
FRENCH
GEOGRAPHY
GEOLOGY
GRAPHICAL COMMUNICATION
MATHEMATICS
RELIGIOUS STUDIES
RELIGIOUS STUDIES (ROMAN CATHOLIC SYLL)

ORAL VISITING EXAMINERS

FRENCH GERMAN ITALIAN SPANISH
SPOKEN ENGLISH (especially from residents in Essex, Hampshire, Hertfordshire, London, Surrey, Sussex and Northern Ireland)

Applicants should be graduates or hold appropriate qualifications and should be under the age of 65 with three years recent teaching experience.

Application forms and further details may be obtained from The Secretary, University Entrance and School Examinations Council, University of London, 66–72 Gower Street, London WC1E 6EE. Applicants should state which subject they are interested in and enclose a self-addressed foolscap envelope. Complete application forms should be returned by 27 October, 1983.

EAST ANGLIAN EXAMINATIONS BOARD
LONDON REGIONAL EXAMINING BOARD
UNIVERSITY OF LONDON: UNIVERSITY ENTRANCE AND SCHOOL EXAMINATIONS COUNCIL

JOINT O-LEVEL/CSE EXAMINATIONS

Applications are invited for the following Chief Examiner appointments:
Mathematics • Biology • Geology • History
for the June 1985 examinations.

Applicants should be graduate or hold appropriate qualifications and should be under 65 with five years' recent teaching experience. Examining experience is essential.

Duties include the setting of question papers, advising on the award of grades, marking scripts and may include the supervision of a team of examiners.

Application forms and further details may be obtained from:

Secretary to the Board
East Anglian Examinations Board
"The Lindens"
Lexden Road
Colchester CO3 3RL

Secretary to the Board
London Regional Examining Board
Lyon House
104 Wandsworth High Street
London SW18 4LF

The Secretary
University of London University Entrance and School Examinations Council
66–72 Gower Street
London WC1E 6EE

and should be returned as follows:

Mathematics – Secretary to the Board, London Regional Examining Board

Biology, Geology, History – The Secretary, University of London University Entrance and School Examinations Council.

Completed application forms should be returned to the appropriate Board (as indicated above) NO LATER THAN 17th OCTOBER 1983.

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of CHIEF EXAMINER for CONTROL TECHNOLOGY (016) at ORDINARY LEVEL for the 1985 examinations.

Applicants should have a degree or equivalent qualification in a relevant subject area, a minimum of four years' recent relevant teaching experience and experience of examining.

Further information and application may be obtained from The Secretary General (A7), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than Monday, 24th October 1983. (51545) 600000

THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD

for the Certificate of Secondary Education

CHIEF EXAMINER, 1985 in NUFFIELD CHEMISTRY

Applications are invited from teachers with appropriate qualifications and not less than 3 years' first-hand experience of C.S.E. for appointment to the above post.

The Chief Examiner will assume duty on 1st September, 1984, serve as Assistant Examiner in 1984 and as a Setter for the 1985 paper.

Application forms and further particulars are obtainable (please supply stamped addressed foolscap envelope) from the Secretary, The South-East Regional Examinations Board, 2/4 Mount Ephraim Road, Royal Tunbridge Wells, Kent TN1 1EU to whom completed applications should be sent at once, but certainly no later than 3rd October, 1983. (16614) 600000

Miscellaneous

BERKSHIRE

SLOUGH CORPORATION
MONTEM SPORTS CENTRE:- (Coaching Attendant £6,312 - £6,662 inclusive).

To cover coaching duties within the Sports Centre, specialising in male and female keep fit, aerobics, and dance coupled with the ability to help with gymnastics and swimming. Preference will be given to applicants holding dance qualifications or who are P.E. Teachers with dance experience.

Letter of application with curriculum vitae and two references to Mr. S. Wicks, Montem Sports Centre, Montem Lane, Slough, Berkshire.

Closing date for applications 23.9.83. (51547) 660000

NEWHAM LIBRARY SERVICE

Senior Assistant Librarian (Children's & Schools) (Temporary Post)

Scale 4: £6,264–£7,005 pa plus £597 pa London Weighting.

Applications are invited for this post, based at Canning Town Library (Children's and Schools Library Service) which has arisen because of maternity leave. Applicants should be qualified.

Application forms from the Borough Librarian, East Ham Library, High Street South, E6 4EL.

Closing date: 30th September, 1983.

LONDON BOROUGH OF NEWHAM

TUTOR LIBRARIAN LII/SL
£7461-£13,689 pa

SENIOR ASSISTANT LIBRARIAN Scale 5
£7461-£8166 pa

ASSISTANT LIBRARIAN Scale 3/4
£5853-£7275 pa

(Salary scales inclusive of London Weighting)

For these posts in the College Library applications are invited from appropriately qualified and experienced library staff. An interest in developing services and learning resources for students and teaching staff is desirable.

For further information and application forms please send SAE to The Vice Principal, Slough College of High Education, Wellington Street, Slough SL1 1YG (Please specify the post in which you are interested).

Closing date for completed application forms: 30 September 1983.

TES62

Slough College

BUCKINGHAMSHIRE
ADVISORY TEACHER - DEVELOPMENT OF LITERACY

Applications are invited for the post of Advisory Teacher - Development of literacy with effect from 1st January 1984.

Advisory Teachers work in schools with pupils and their teachers as part of the Authority's in-service training programme. They also assist on in-service training courses.

Applicants should have successful and varied teaching experience in primary schools. Secondary school experience, though not essential, would be an advantage.

Sound knowledge of the development of language skills and of children's literature should be combined with experience of practical approaches to classroom work.

The post will be either a permanent appointment on Burnham Scale 3 or, in the case of Buckinghamshire teachers, by secondment from their present post for an initial period of two years.

Further particulars and application forms may be obtained from the Chief Education Officer, (reference S/40), County Hall, Aylesbury HP20 1UZ, on receipt of a S.A.E. Completed forms should be returned within 17 days of the appearance of this advertisement. (18900) 660000

DERBYSHIRE

EDUCATION SERVICE
ASSISTANT COUNTY SAILING MASTER

For further information please see 'Outdoor Education' section. (18880) 660000

For further information please see 'Outdoor Education' section.

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
TEACHER OF WOODWIND INSTRUMENTS

A qualified teacher specialising in woodwind instruments, is required as soon as possible to work with individuals and small groups of pupils in city schools.

Salary: Burnham Scale I (a Scale II post could be available for a suitably qualified and experienced candidate).

A casual user car allowance is attached to the post.

Application forms are obtainable from and returnable to the Director of Education, Civic Centre, Barras Bridge, Newcastle upon Tyne NE1 8PU by Friday, 30th September, 1983. (51629) 660000

Environmental Studies - free charts, leaflets, facts and figures on conservation, U.K. wildlife, habitat, country sports.

R.F.S.S., 59 Kennington Road, London SE1 7PZ. (17561) 660000

MISCELLANEOUS
continued

WARWICKSHIRE

SERVICE FOR HEARING IMPAIRED CHILDREN

Applications are invited from suitably qualified and experienced teachers of hearing impaired children for the post of Peripatetic Teacher, Scale 3. The person appointed will work in the north of the county and be based in the Nuneaton area.

Further details and application form available from and returnable by 28th September, 1983, to the County Education Officer (ref. PS/JT), 22 Northgate Street, Warwick CV34 4SR. Tel: Warwick 493431, Ext. 2074. (51621) 660000

Outdoor Education

CUMBRIA

INSTRUCTORS

Lakeland Training have vacancies for four short term temporary instructors in outdoor activities and life skills. Applicants should be over 21 and have qualifications or relevant experience in a wide range of outdoor activities. A clean driving licence is essential.

For applications or further information please telephone: Lakeland Training Limited, Ashmeadow, The Promenade, Arnside LA5 0AD, Cumbria. Tel: (0524) 761710. (51951) 680000

Microelectronics and Special Education

INFORMATION TEACHER TRAINING

Two half-time or one full-time post

Because of the increasing use of microelectronics with children with special education needs, two additional half-time consultants (or one full-time) are required to work with the Microelectronics Education Programme National Co-ordinator.

The Information Consultant will be responsible for ensuring that teachers and educationalists have easy access to information about hardware, software and sources of support. This will be done by producing and updating information sheets, producing a database of software and using all possible means to both build up and disseminate our knowledge about using micros with handicapped children.

The Teacher Training Consultants will initiate short in-service courses on using micros in special education. We anticipate promoting 'blueprints' of various types of short course and working with Local Education Authorities and the Special Education Microelectronics Resource Centres (SEMERCs) to implement these. As the area to be served is England, Wales and Northern Ireland considerable travelling will be involved.

Both consultants will work closely with the four SEMERCs.

The contracts will be until March 1986 and much of the work will be done from home with (probably) fortnightly visits to CET's offices at 3 Devonshire Street, London W1. Secondment could be arranged.

Salary £5,000 p.a. plus £1,000 expenses for each half-time post.

Closing date for applications (by letter and curriculum vitae – no forms) is Friday, 30th September.

For further details contact the Office Manager, Council for Educational Technology, 3 Devonshire Street, London W1N 2BA.

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Tel: Walton-on-Thames 46133.

British Museum (Natural History)

Educational Technologist

... to be responsible for the educational effectiveness of the Museum's exhibitions and the materials provided for Museum visitors (particularly school groups). This will include advising exhibition and education staff on defining and selecting methods of achieving the aims and objectives of exhibitions and on structuring and presenting exhibition materials; assisting in developing practical guidelines from soundly based theory for the design of educational exhibits; and management responsibility for the Museum's evaluation officer.

Candidates must have particular interest and experience in the design of educational materials and should normally have an appropriate scientific background, preferably with an honours degree.

Salary: £11,325-£13,765. Starting salary may be above the minimum.

For further details and an application form (to be returned by 5 October 1983), write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JB or telephone Basingstoke (0256) 68551 (answering service operates outside office hours).

Please quote ref: G(4)633.

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Further details and forms of application may be obtained by sending a S.A.E. to the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG (Tel: Matlock 3411, Ext. 6465). Closing date: 26 September 1983.

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For Job Descriptions and Application Forms, please send S.A.E. to Peter Townsend, Principal, Peak National Park Study Centre, Losehill Hall, Castleton, Derbyshire S30 2WB. (17967) 680000

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Residential, evening and weekend work form part of the duties.
Removal Expenses - 100% allowed in approved cases.
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COUNTY COUNCIL

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EDUCATION DEPARTMENT

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Hothersall Lane, Longridge, Preston

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Forms/further details from/to Chief Education Officer, P.O.Box 61, County Hall, Preston PR1 8RJ. (Ref: 6/MAM).

Closing date: 29th September 1983. (18986) 680000

MINERVA OUTDOOR VENTURES Leaders in Multi Activity Weeks for Schools. Send for colour brochure and details to Jennie Roberton, Rhongyr Isaf Centre, Pen-y-cae, Swansea Valley SA9 1GB. Tel. Abercrave (0639) 730757. (95395) 680000

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PROFESSIONAL COMMUNICATION SERVICES

The PCS for EFL/ESP Register is being currently up-dated.

If you still wish to be considered for short/long term contracts or wish to register for 1983/84.

Please write to: Patricia Beattie, PCS Register, Professional Communication Services, The Towers, 163 Holton Road, Barry CF6 6HP South Wales U.K. (51842) 700000

English as a Second Language

DUDLEY
METROPOLITAN BOROUGH

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Applications are invited for a vacancy on the ESL Language Team, within the general provision for multi-cultural education. The post will involve work in first, middle and secondary schools. The Authority would look to appoint a teacher with experience and/or relevant qualifications (TESL or TEFL) in dealing with language needs of ethnic minority children. A commitment to multi-cultural education is essential. Scale 2 post. Casual user car allowance. Enquiries to Mr. R.C. Richmond, Tel: Brierley Hill 77330.

Details/application forms from Director of Education, 2 St. James's Road, Dudley. (Please enclose SAE). Returnable by Friday, 30th September. (16030) 710000

HARROW

EDUCATION COMMITTEE HARROW ESL AND MULTICULTURAL SUPPORT SERVICE
ESL TEACHER (SCALE 1)
Applications are invited from experienced teachers with appropriate qualifications (e.g. RSA Cert in TEFL) to join the Authority's ESL and Multicultural Support Service in January 1984. The successful applicant will work in one of the Borough's high schools teaching and developing the English of bilingual students in close co-operation with subject teachers in all departments within the school. This is an opportunity to work with a group of ESL specialists currently developing new approaches to language teaching and multicultural education. This is a readvertisement, all previous applicants will be considered.
Application forms (from s.a.e.) to be returned to ESL and Multicultural Support Service, Little Stanmore School, St David's Drive, Edgware, Middlesex by 30 September 1983. Please enclose stamped addressed envelope. (18479) 710000

EDUCATION DEPARTMENT

Posts in Multi-Cultural Education

As part of a country-wide initiative in multi-cultural education, Kent Education Committee is establishing a Multi-Cultural Education Resources Centre in Gravesend. The work of the Centre will initially be concentrated in the Divisions of Gravesham, Dartford, Medway and Gillingham, providing resources and in-service support to teachers. The largest ethnic minority group in this area is Sikh.

Required for January 1984 or earlier; experienced and qualified teachers as:

Head of Resources Centre
(Scale 4)

to co-ordinate the identification, production and dissemination of resources for ESL and the multi-cultural curriculum.

Head of Support Service
(Scale 4)

to lead a team promoting in-service training and school-based curriculum development. The team includes part-time bilingual assistants under the MSC Community Programme.

Support Service Teacher
(Scale 2) Two posts

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Application forms and further particulars from the County Education Officer, Education Dept., Springfield, Maidstone, Kent, Ref T3 to whom they should be returned by 7th October 1983.

KENT COUNTY COUNCIL

ENGLISH AS A SECOND LANGUAGE
continued

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For further information please write to The TEFL Secretary, Linguarama Ltd., Riverdown House, Warnford, Southampton, Hampshire SO3 1LH, enclosing an A4 size stamped addressed envelope. (66909) 760000

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